

1999

# Master's Programs in Mental Health Counseling and School Guidance and Counseling Policies and Procedures Handbook 1999-2000

Nova Southeastern University

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**Master's Programs in  
Mental Health Counseling  
and  
School Guidance and Counseling**

**Policies and Procedures  
Handbook**

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**1999-2000**

**NOVA SOUTHEASTERN UNIVERSITY  
Center for Psychological Studies  
3301 College Avenue  
Fort Lauderdale, FL 33314**

**Master's Programs in  
Mental Health Counseling  
and  
School Guidance and Counseling**

**Policies and Procedures  
Handbook**

**1999-2000**

## **MISSION STATEMENT**

**Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.**

**Approved by the Board of Trustees, March 24, 1997.**



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# Academic Calendar

## Main Campus

The on-campus academic programs are offered during an academic year that is divided into semesters of 15 weeks each. Additionally, there are two summer sessions, each seven and a half weeks long. The following calendar of 1999-2000 applies to all programs offered through the Center except the field-based program.

### Fall 1999

Mon., Aug. 23, Tues., Aug. 24	Registration and advisement for continuing on-campus master's students.
Thur., Aug. 26	Orientation and registration for new on-campus master's students.
Mon., Aug. 23 - Thur., Aug. 26 & Mon., Aug. 30	Registration for continuing doctoral students.
Fri., Aug. 27	Orientation and registration for new doctoral students.
Mon., Aug. 30	Classes begin. Last day for completing regular registration. Late registration fee of \$30 will be charged after this date. End of 100% refund.
<b>Mon., Sept. 6</b>	<b>Labor Day, University offices closed.</b>
Tues., Sept. 7	Last day for completing late registration.
Fri., Sept. 10	Last day for adding classes.
Mon., Sept. 13	End of 80% refund.
<b>Mon., Sept. 20</b>	<b>Yom Kippur, University offices closed.</b>
Tues., Sept. 21	End of 60% refund.
Mon., Sept. 27	End of 40% refund.
Oct. 1, 2, 3 and Oct. 22, 23, 24	Master's on-campus intensive weekend format course
Mon., Oct. 4	End of 20% refund. Last day for dropping classes with refund.
Thur., Nov. 18 - Fri., Nov. 19	Registration and advisement for continuing on-campus master's students for Winter, 2000.
<b>Thur., Nov. 25 - Fri., Nov. 26</b>	<b>Thanksgiving, University offices closed.</b>
Mon., Dec. 20	Fall semester ends.
Thur., Dec. 23	Final grades due in Program Office.
<b>Fri., Dec. 24</b>	<b>Christmas Holiday, University offices closed.</b>
<b>Fri., Dec. 31</b>	<b>New Year's Holiday, University offices closed.</b>

## Winter 2000

Mon., Jan. 3	Orientation and registration for new on-campus master's students. Classes begin. Last day for completing regular registration. Late registration fee of \$30 will be charged after this date. End of 100% refund.
Mon., Jan. 10	Last day for completing late registration.
Fri., Jan. 14	End of 80% refund. Last day for adding classes.
<b>Mon., Jan. 17</b>	<b>Martin L. King, Jr. Day, University offices closed.</b>
Fri., Jan. 21	End of 60% refund.
Fri., Jan. 28	End of 40% refund.
Fri., Feb. 4	End of 20% refund. Last day for dropping classes with refund.
Feb. 18, 19, 20, and Mar. 24, 25, 26	Master's on campus intensive weekend format course
<b>Mon., Feb. 28 - Fri., Mar. 4</b>	<b>SPRING BREAK</b>
Thur., Apr. 13 - Fri., Apr. 14	Registration and advisement for continuing on-campus master's students for Summer I & II, 2000.
Thur., Apr. 20	Orientation and registration for new on-campus master's students.
Mon., Apr. 24	Winter semester ends.
<b>Fri., Apr. 21</b>	<b>Good Friday, University offices closed.</b>
Thur., Apr. 27	Final grades due in program office.

## Summer 2000 - Term I

Thur., Apr. 20 - Fri., Apr. 28	Registration for doctoral students
Mon., May 1	Classes begin. Last day for regular registration. Late registration fee of \$30 will be charged after this date. End of 100% refund.
Fri., May 5	End of 75% refund. Last day for completing late registration. Last day for adding classes.
Fri., May 12	End of 50% refund.
Fri., May 19	End of 25% refund. Last day for dropping classes with refund.
<b>Mon., May 29</b>	<b>Memorial Day, University offices closed.</b>
June 9, 10, 11 and June 30, July 1, 2	Master's on-campus intensive weekend format course
Tues., June 20	Summer I session ends.
Tues., June 27	Final grades due in program office.

## Summer 2000 - Term II\*

Mon., June 19 - Tues., June 20	Registration for doctoral students.
Wed., June 21	Classes begin. Last day for completing regular registration. Late registration fee of \$30 will be charged after this date. End of 100% refund.
Thur., June 30	End of 75% refund. Last day for completing late registration. Last day for adding classes.
<b>Tues., July 4</b>	<b>Independence Day, University offices closed.</b>
Thur., July 6	End of 50% refund.
Thur., July 13	End of 25% refund. Last day for dropping classes with refund.
Fri., Aug. 11	Summer II session ends.
Thur., Aug. 17	Final grades due in program office.



# Academic Calendar

## Field Based

Courses in the field-based academic program are scheduled August-June. Class meetings (except practicums) are scheduled on Fridays (6:00 p.m. - 10:00 p.m.), Saturdays (8:30 a.m. - 6:00 p.m.) and on Sundays (8:30 a.m. - 5:30 p.m.). The following calendar of classes applies to all field-based programs for the 1999-2000 academic year.

### FALL 1999

August 13	Orientation for new field-based students. Registration for first fall course.
August 16	First fall course begins. Last day for regular registration. Late registration fee of \$30 will be charged after this date.
September 24	End of 100% refund.
September 24, 24, 26	First weekend of first fall course.
October 15	End of 50% refund.
October 15, 16, 17	Second weekend of first fall course.
October 15	Registration for second fall course.
October 18	Second fall course begins. Last day for regular registration. Late registration fee of \$30 will be charged after this date.
November 12	End of 100% refund.
November 12, 13, 14	First weekend of second fall course.
December 3	End of 50% refund.
December 3, 4, 5	Second weekend of second fall course.
September 7 - December 17	Fall practicum.

### WINTER 2000

December 3	Orientation for new field-based students. Registration for first winter course.
December 6	First winter course begins. Last day for regular registration. Late registration fee of \$30 will be charged after this date.
January 7	End of 100% refund.
January 7, 8, 9	First weekend of first winter course.

January 28	End of 50% refund.
January 28, 29, 30	Second weekend of first winter course.
January 28	Registration for second winter course.
January 31	Second winter course begins. Last day for regular registration. Late registration fee of \$30 will be charged after this date.
February 25	End of 100% refund.
February 25, 26, 27	First weekend of second winter course.
March 17	End of 50% refund.
March 17, 18, 19	Second weekend of second winter course.
January 3 - April 14	Winter practicum.

#### SUMMER I 2000

March 17	Registration for first summer course.
March 20	First course begins. Last day for regular registration. Late registration fee of \$30 will be charged after this date.
April 7	End of 100% refund.
April 7, 8, 9	First weekend of first summer course.
May 5	End of 50% refund.
May 5, 6, 7	Second weekend of first summer course.
May 5	Registration for second summer course.
May 8	Second summer course begins. Last day for regular registration. Late registration fee of \$30 will be charged after this date.
June 2	End of 100% refund.
June 2, 3, 4	First weekend of second summer course.
June 23	End of 50% refund.
June 23, 24, 25	Second weekend of second summer course.
April 17 - July 28	Summer practicum

SUMMER II 2000	
June 23	Registration for Summer II Course
June 26	First course begins. Last day for regular registration. Late registration fee of \$30 will be charged after this date.
July 21	End of 100% refund.
July 21, 22, 23	First weekend of summer II course.
August 11	End of 50% refund.
August 11, 12, 13	Second weekend of summer II course.

\*All classes officially begin one month prior to the first weekend of class. Field-based locations include Clearwater, Gainesville, Jacksonville, Miami, Ocala, Orlando, Palm Beach and Tampa.

## **Field-Based Class Meeting Dates**

### **Fall 1999**

September 24, 25, 26  
October 15, 16, 17

November 12, 13, 14  
December 3, 4, 5

September 7 - December 17

### **Winter 2000**

January 7, 8, 9  
January 28, 29, 30

February 25, 26, 27  
March 17, 18, 19

January 3 - April 14

### **Summer I 2000**

April 7, 8, 9  
May 5, 6, 7

June 2, 3, 4  
June 23, 24, 25

April 17 - July 28

### **Summer II 2000**

July 21, 22, 23  
August 11, 12, 13

## All University Offices are Closed on the Following Days

HOLIDAYS	1999 - 2000
Labor Day	Mon., Sept. 6
Yom Kippur	Mon., Sept. 20
Thanksgiving	Thur., Nov. 25 - Fri., Nov. 26
Christmas Holiday	Fri., Dec. 24
New Year's Holiday	Fri., Dec. 31
Martin L. King, Jr. Day	Mon., Jan. 17
Good Friday	Fri., Apr. 21
Memorial Day	Mon., May 29
Independence Day	Tues., July 4

# I. Introduction to the Center for Psychological Studies

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The Center for Psychological Studies, or School of Psychology, was first organized in 1967 as the Behavioral Sciences Center and is concerned with graduate training, research, and service in psychology and mental health.

The Center for Psychological Studies welcomes you to graduate study at Nova Southeastern University. You have been accepted into study in the Master's Program in Mental Health Counseling or School Guidance and Counseling which is designed to provide education and continued professional development to persons who currently serve or who will serve in a variety of mental health counseling capacities or in a school guidance counseling capacity. The master's programs provide education and training for persons who will seek employment in settings such as mental health clinics and agencies, social agencies, hospitals, schools, and personnel offices.

The Center for Psychological Studies offers graduate degree programs at the master's and doctoral levels, two pre-doctoral internship programs, and a continuing education program. The center's Ph.D. and Psy.D. programs in clinical psychology are accredited by the American Psychological Association and are full-time, on-campus degree programs.

This *Policies and Procedures Handbook* was designed to familiarize students with specific policies and procedures governing the master's programs. Knowledge of the contents of the *Handbook* and all printed program literature is essential to ensure the smooth functioning of your graduate training. You are urged to carefully review this handbook before beginning graduate study and to make frequent reference to it. ***Ignorance of policies and procedures is not an acceptable defense for failing to abide by them.*** As a graduate student you are also expected to read and abide by all program literature.

The graduate programs continue to evolve, and periodically, there may be changes in curriculum, research, practica, or other requirements. Because these changes occur to improve the training of counselors, any such changes will be announced and will become part of the requirements for graduation for all students at the discretion of the Dean, regardless of the student's status in the program. See also, Reservation of Power, pg. 54.

## Accreditation

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees. The university is chartered by the State of Florida. The Center for Psychological Studies' doctoral programs are accredited by the American Psychological Association (APA), 750 First Street NE, Washington, DC 20002-4242. Additionally, the Center for Psychological Studies sponsors two pre-doctoral internship programs. The CPS Community Mental Health Center internship program is accredited by APA and the CPS Consortium Internship program is accredited by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin.

## Center Philosophy

The Center for Psychological Studies is committed to providing the highest quality educational experience to current and future psychologists and counseling professionals. It provides quality educational experience and training in psychology. It encourages the advancement of knowledge through research. Finally, it provides high-level psychological services to a variety of individuals with varying needs.

The center further provides for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty are active in their research pursuits. The clinical Ph.D. program provides training for doctoral candidates pursuing careers as applied researchers. Equally strong is the commitment to provide training for the practitioner-oriented psychologist. The Psy.D. program in clinical psychology provides quality training for doctoral candidates committed to the practice of psychology. In response to recent changes in the delivery of health care and the profession of psychology, the center has developed concentrations at the doctoral level. The postdoctoral master's program in psychopharmacology provides practicing psychologists with a knowledge base in psychopharmacology that will enable them to discuss medication requirements knowledgeably with their patient's physician. The master's programs in mental health counseling and school guidance and counseling provide quality training for individuals engaging in service delivery (under supervision) within agencies and schools.

The center also provides educational experience for the professional community through the Continuing Education Program Series.

The center believes in the principle that each individual best serves both the profession of psychology and society as a whole through education if training encourages critical thinking, creative analysis, and an openness to new ideas and opinions. A wide range of points of view within psychology are represented as it relates to the breadth of societal needs.

## Master's Programs

The **Master's Program in Mental Health Counseling** is designed for the continued professional development of persons who presently serve or will serve their community in a variety of counseling capacities. Master's training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of mental health counseling, which has experienced a great deal of growth over the past decade, now has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, educational settings, and private practices. The Center for Psychological Studies is firmly committed to the mission of training competent professionals who will design and implement prevention and treatment programs and provide direct counseling services. The course work provides broad-based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues.

The **Master's Program in School Guidance and Counseling**, also based on a developmental model, prepares students to function as guidance counselors in school systems. While the role of the school counselor varies within and across schools, districts, and states, counselors increasingly serve in multiple



roles, interacting and consulting with parents, teachers, school psychologists, agencies, etc. to provide effective services to students (pre-K through 12). Counselors will be called upon to respond to students of varying backgrounds and ethnic diversity and to interact with students in both a remedial and developmental way. In addition to the traditional responsibilities of the school counselor, a variety of contemporary issues will face the counselor, including dropout prevention, teenage pregnancy, reduction of truancy, personal issues and crises, drug and alcohol abuse, etc.

Coursework is designed for the competent training of professionals who will ultimately have an impact on both the individual student and the school climate. Varying techniques and strategies will need to be employed by the school counselor including individual and group counseling, assessment, vocational and career guidance, consultation, and program development. Based in psychological and developmental theory, counselor training, therefore, will need to encompass a broad base of techniques, strategies, and interventions.

## **Other Academic and Training Programs of the Center**

In addition to the master's programs, the Center offers Ph.D. and Psy.D. programs in clinical psychology; an APA-approved pre-doctoral internship; a consortium internship program (APPIC approved); a post-doctoral master's program in psychopharmacology; the Institute on Trauma and Victimization; the Southeast Institute for Cross-Cultural Counseling and Psychotherapy; and continuing education programs for mental health professionals. The *Center for Psychological Studies' Catalog* describes these programs in more detail.

## **NSU Community Mental Health Center**

### **Outpatient Services**

The Center for Psychological Studies operates a nonprofit outpatient mental health facility funded cooperatively by the Florida Department of Children and Families, the Department of Housing and Urban Development, Broward County, and Nova Southeastern University. Services are available to all residents of Broward County including adults, children, adolescents, and elderly clients, regardless of race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin. Over 4,000 unduplicated clients are served per year. The services offered by the Community Mental Health Center include the following:

Alcohol and other drug abuse	Information and referral
Anxiety disorders	Intensive and limited case management
Behavioral modification	Interpersonal violence
Biofeedback	Medication management
Case management	Multilingual services
Child and adolescent traumatic stress and depression	Neuropsychological assessment and evaluation
Community support services	Pain management
	Parenting skills training

Consultation and education  
Crisis assessment and intervention  
Day treatment  
Discharge planning  
Family and multifamily therapy  
Forensic evaluation and testimony  
Geriatric residential treatment  
Group therapy  
In-home therapeutic services

Psychodynamic psychotherapy  
Psychological consultation  
Psychological testing  
Serious emotional disturbance  
Stress management  
Student counseling  
Trauma resolution  
Treatment of older adults

The Community Mental Health Center's clinical staff, at its various sites, consists of professionals in psychology, psychiatry, social work, mental health counseling, nursing, and education.

Students receive practicum training within the Community Mental Health Center. More than 120 doctoral and master's practicum placements are provided in the clinics. In addition, doctoral students may be hired to provide clinical services on a part-time basis. Supervision is provided by faculty and clinic staff.

### **Special Clinical Services**

**Adolescent Drug Abuse Prevention and Treatment Program.** This program provides comprehensive assessment and treatment to adolescents who have been arrested for minor offenses, have substance abuse problems, or are at-risk for developing such problems. Services include individual, group, and family therapy. Treatment components include social skills training, parent-child relationship enhancement, anger management, communication skills training, and behavioral contracting. Training in cognitive-behavioral, family systems, experiential, and social-learning theory approaches is provided.

**Child and Adolescent Traumatic Stress Program.** The Child and Adolescent Traumatic Stress Program provides psychological services to pediatric patients and their families. These services are provided when the child or adolescent experiencing acute, chronic, and/or genetic medical disorders is exhibiting a psychological reaction directly related to the medical problem; physical symptoms as a function of behavioral and psychological problems; and psychological problems and physical complaints due to a trauma such as child abuse. Assessment and treatment services are available for depression and anxiety; adjustment disorders; medical noncompliance; elimination disorders; eating disorders; and psychosomatic illness.

**Clinical Biofeedback Program.** This program was established to provide treatment to individuals with a variety of somatic and tension-related disorders. Treatment is applicable to a broad spectrum of complaints, including tension and migraine headaches, ADHD, TMJ, anxiety, phobias, bruxism, chronic and acute pain, Raynaud's disorder, and essential hypertension. The equipment utilized is computer-based, state-of-the-art physiological monitoring systems. Biofeedback-facilitated relaxation training is often used as an adjunctive technique to other conventional therapies. Training in these techniques is offered to students through courses, practicum, and research opportunities.

**Guided Self Change Program.** This program provides services to individuals who have alcohol, cocaine, or marijuana problems that are not severe. Smoking cessation services are also available. Guided Self Change treatment is a motivational intervention involving an assessment, four sessions, and two aftercare contacts, with additional sessions available. This program is based on evidence showing that many persons meeting the above criteria prefer and are able to take responsibility for dealing effectively with their alcohol or drug abuse.

**Intensive Psychodynamic Psychotherapy Program.** This program provides diagnostic and in-depth treatment services to adults and adolescents with moderate to severe characterological disorders who would benefit optimally from more intensive treatment. Treatment emphasizes the use of a variety of techniques including ego-psychology, self-psychology, object relations, and others.

**Interpersonal Violence Program.** The specialized Interpersonal Violence Clinical Research Program provides clinical training experience to graduate students in the area of interpersonal violence. Clinical requirements of practicum students include conducting standardized assessment procedures and providing crisis, short-term, and longer-term intervention. Although the practicum experience focuses on the problem of interpersonal violence, intervention procedures address a broad base of individual, couple, and family clinical issues.

**Neuropsychology Assessment Center.** The goals of the Neuropsychology Assessment Center are to diagnose disorders of the central nervous system; to provide consultation on the etiology, rate of progression, and prognosis of known or suspected cerebral pathology; and to offer recommendation or referral for the patient's treatment. Examples of typical referrals include differential diagnosis of organic vs. functional psychiatric symptoms; differential diagnosis of dementia vs. depression; evaluation to determine cognitive, emotional, or behavioral symptoms subsequent to head injury; diagnosis of learning disability, attention deficit hyperactivity disorder, or mental retardation; determination of mental competence; diagnosis of Alzheimer's disease, seizure disorders, multiple sclerosis, stroke, and organic mood syndrome; evaluation of headache; determination of appropriate school placement; and identification of malingering or symptom exaggeration. Referrals generally come from physicians, mental health professionals, educators, and attorneys.

**Nova Southeastern University Community Clinic for Older Adults (NCCOA).** This program provides outpatient psychotherapy to residents in the community who are 55 and over and to visually impaired individuals through the NCCOA Outreach Program at the Fort Lauderdale Lighthouse for the Blind; carries out clinical research that identifies the unique features of psychological disorders. Client services include treatment of anxiety, depression, insomnia, psychosexual dysfunction, interpersonal difficulties, substance abuse, or some other form of psychopathology. Treatment consists of individual, group, family, and/or marital therapy.

**Nova Southeastern University Student Counseling Services.** The Student Counseling Program offers psychological support services for students of Nova College, the Shepard Broad Law Center, the Health Professions Division, and other graduate-level students who exhibit a wide range of problems such as depression, anxiety, interpersonal problems, substance abuse, eating disorders, etc. Counseling on academic issues is also offered and psychological testing is available. A stress inoculation program designed to assist students in managing anxiety related to examinations is also offered. Practicum placements and opportunities for research endeavors are available.

**Program for the Seriously Emotionally Disturbed.** The Program for the Seriously Emotionally Disturbed offers treatment and assessment for children, adolescents, and adults who have psychotic disorders. These patients have a range of psychotic sequelae such as hallucinations, delusions, isolation, regressive and/or bizarre behavior, poor social and daily living skills, and restricted, inappropriate or labile affect. Psychotic diagnosis may include schizophrenia, schizophreniform disorder, bipolar disorder, affective disorders, etc. Treatment comparison research with these special patients is being conducted.

**Trauma Resolution Integration Program.** The Trauma Resolution Integration Program (formerly the Sexual Abuse Survivors Program) provides clinical services at all locations of Nova Southeastern University's Community Mental Health Center. The program serves men and women ages 18 and above who: 1) are experiencing adjustment problems resulting from childhood sexual or physical abuse; 2) have posttraumatic stress disorder in response to a single event trauma (e.g., crime, natural disaster, serious injury) in adulthood; or 3) manifest serious dissociative symptoms.

### **General Clinical Services**

**Child Outpatient Program.** This program provides a full range of services to children ages 4 through 18 years with a broad range of diagnoses from mild to severe pathology. From the initial intake, the child is assessed to determine treatment needs and is referred to individual, group, or family psychotherapy.

**Child Case Management Program.** Targeted Case Management Services are provided for children who receive Medicaid. Efforts are made to help children stay in their present environment by making sure that their medical, social, educational, and psychological needs are met.

**Program for Adult Services.** The Outpatient Adult Services Program will address a broad spectrum of adult clients ranging from mild-moderately impaired outpatients with both Axis I and II pathology to seriously mentally ill clients suffering from debilitating, chronic illness. The treatment model will be a biopsychosocial approach capitalizing on individual, group, and family psychotherapy as well as psychosocial rehabilitative and case management interventions. Case conferences, training seminars, and face-to-face supervision will be provided from an eclectic, integrative conceptual framework representing a variety of orientations including dynamic, cognitive, and psychoeducational. Under the umbrella of Program for Adult Services (PAS), are the following programs:

**Adult Case Management Program.** This program assists clients in accessing medical, social, educational, and other services which will improve their quality of life. The goal of this program is to foster self-reliance within the community.

**Crisis and Intake Program.** The Crisis and Intake Program provides services to all individuals seeking mental health services. Special attention is given to those with serious and persistent mental illness. Attempts are made to find the most appropriate services for mental health consumers seeking help within the CMHC. This program also provides crisis services for those in acute need.

**Day Treatment Program.** The Day Treatment Program offers each client a variety of learning opportunities in a supportive, caring and therapeutic environment. Attempts are made to help clients



maintain or restore the skills necessary which will allow them to function better in the community, and to have a better understanding of their illness.

**Dual Diagnosis Program.** This program provides clinical services to clients who have a substance abuse problem, in addition to a major psychiatric condition. Services include consultation and evaluation, individual and group therapy, and substance abuse education. The program offers an integrated treatment approach that attempts to stabilize the psychiatric disorder while simultaneously focusing on the elimination of a substance abuse behavior pattern.

## **Geriatric and Residential Services**

The Geriatric Institute, a program within Nova Southeastern University's Community Mental Health Center, is publicly funded by the Florida Department of Children and Families and the U.S. Department of Housing and Urban Development. It provides comprehensive services to adults 55 or older who are experiencing a serious mental or emotional disorder or concurrent psychiatric and substance abuse problems (dually diagnosed).

The Geriatric Residence, a 62-bed facility located in Lauderhill, offers a continuum of inpatient/residential services that are available depending on the needs of the client. All the residences are designed and operated to provide a warm, family atmosphere where daily living and interpersonal skills are learned and practiced. The Day Treatment/Social Rehabilitation Programs, located at the residence in Lauderhill, and an additional Day Treatment center in Lauderdale Lakes, serves more than 200 clients annually. Here, clients participate in groups and classes, including art, music, and movement therapy, current events, coping and self-esteem skills, and adult living skills geared to their individual needs. Medical needs are addressed through a team of a psychiatrist, an internist, and nurses.

**Dual Diagnosis Residential and Day Treatment Program.** Nova Southeastern University's Dual Diagnosis Program provides a wide variety of therapeutic, psychosocial, vocational and educational services to address the needs of clients 18 years and older with psychiatric and substance abuse problems. Treatment is individualized and based upon the needs of each client. The ultimate goal for all clients is to learn a variety of skills necessary to live a satisfying and successful life in the community. The program is divided into two major components, day treatment and residential. The residential program will provide therapeutic services to clients who are unable to achieve their goals in a less restricted setting. The day treatment program provides clients in the community an opportunity to attend a structured program designed to keep them stable mentally and to help them establish abstinence.

## **South Florida Medical Corrections Options Program**

The South Florida Medical Corrections Options Program with funding anticipated by the Bureau of Justice Assistance of the U.S. Department of Justice is designed to interrupt the costly and debilitating process of recycling mentally ill defendants from jail to street to hospital to crisis stabilization unit and back again by (1) diverting mentally ill adults from the criminal justice system; (2) providing comprehensive and effective mental health assessment and treatment and arranging for medical assessment and treatment when indicated; (3) conducting an outcome evaluation at both the level of the consumer of services and the community; and (4) disseminating program information, including the results of the evaluation. Given the dearth of programs for forensically-involved mentally-ill females, this program focuses on that population.

## II. Curriculum and Degree Completion Requirements

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A master's program may be taken on a full-time or part-time basis. A student is expected to complete all requirements for the degree and graduate within five years of the date of first enrollment (see Time Limit Requirements p. 26).

In both the Master's Programs in Mental Health Counseling and School Guidance and Counseling, students must satisfactorily complete all curriculum requirements, including practica and the comprehensive examination. The components of each program are the following:

- General required curriculum
- Practica
- Comprehensive Final Examination

The general curriculum of each Master's program is designed to provide the knowledge and training necessary for the student to develop as a mental health or school guidance counselor. As state licensure or certification requirements vary and/or are subject to change, it is recommended that students examine these requirements in the state to which they may make application to determine if educational requirements of that state are met.

The curriculum of each program is presented in the next pages. Course work is not necessarily offered in this sequence. The student should exercise care to ensure that all prerequisites are met and should seek advisement from the appropriate administrator or faculty member as needed.

**The Master of Science degree in Mental Health Counseling requires a minimum of 60 semester hours of graduate credit. The Master of Science degree in School Guidance and Counseling requires a minimum of 46 semester hours of graduate credit. Students must successfully complete the Comprehensive Final Examination as part of their degree requirements. A candidate is expected to complete the master's program and graduate within five (5) years.**

# **Master's Program in Mental Health Counseling**

## **Master's Degree Curriculum**

### **Sixty (60) Semester Hours**

<b>Required Courses</b>	PSY 502	Counseling Theories & Practice
	PSY 507	Research & Evaluation for Counselors
	PSY 511	Foundations of Mental Health Counseling
	PSY 512	Human Growth and Development
	PSY 570	Ethical, Legal, & Professional Issues for Counselors
	PSY 582	Human Sexuality
	PSY 584	Diagnosis and Treatment of Adult Psychopathology
	PSY 586	Diagnosis and Treatment of Child & Adolescent Psychopathology
	PSY 608	Psychological Testing for Individual Evaluation
	PSY 612	Substance Abuse
	PSY 631	Career & Lifestyle Assessment
	PSY 632	Social & Cultural Foundations of Counseling
	PSY 635	Group Theory & Practice
	PSY 645	Couples and Family Counseling Strategies
	PSY 660	Community Mental Health
	PSY 666	Case Conceptualization & Treatment Strategies
	PSY 669	Advanced Treatment Interventions
	PSY 680	Counseling Practicum I
	PSY 681	Counseling Practicum II
	PSY 682	Counseling Practicum III



# Master's Program In Mental Health Counseling

## Main Campus Model Course Sequence

The schedule below is presented as a **model course sequence only**. Enrollment in specific course/s during any semester may vary based on individual student schedules and needs as well as class availability.

1st Year		<u>Credits</u>
Fall	*PSY 502 Counseling Theories & Practice	3
	*PSY 507 Research & Evaluation for Counselors	3
	PSY 512 Human Growth & Development	3
	*PSY 584 Diagnosis and Treatment of Adult Psychopathology	3
	<b>Winter</b>	
	*PSY 511 Foundations of Mental Health Counseling	3
	PSY 570 Ethical, Legal, & Professional Issues for Counselors	3
	PSY 582 Human Sexuality	3
	*PSY 586 Diagnosis and Treatment of Child & Adolescent Psychopathology	3
	<b>Summer I</b>	
	*PSY 666 Case Conceptualization & Treatment Strategies	3
	*PSY 635 Group Theory & Practice	3
2nd Year	<b>Fall</b>	
	PSY 680 Counseling Practicum I	3
	PSY 645 Couples & Family Counseling Strategies	3
	PSY 660 Community Mental Health	3
	PSY 669 Advanced Treatment Interventions	3
	<b>Winter</b>	
	PSY 681 Counseling Practicum II	3
	PSY 612 Substance Abuse	3
	PSY 608 Psychological Testing for Individual Evaluation	3
	PSY 632 Social & Cultural Foundations of Counseling	3
	<b>Summer I</b>	
	PSY 681 Counseling Practicum III	3
	PSY 631 Career and Lifestyle Assessment	3
<b>Total Degree Credits</b>		<b>60</b>

\*This course work, some of which have prerequisite requirements, must be completed prior to applying for practicum. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. **The minimum number of semesters required to complete course requirements is six (6) if the above model course sequence is followed.**

# Master's Program In Mental Health Counseling

## Field-Based Model Course Sequence - Fall Start-Up

The schedule below is presented as a **model course sequence only**. The scheduling of courses during any semester may vary.

1st Year			<u>Credits</u>
	<b>Fall</b>		
	*PSY 502	Counseling Theories & Practice	3
	*PSY 584	Diagnosis & Treatment of Adult Psychopathology	3
	<b>Winter</b>		
	*PSY 507	Research & Evaluation for Counselors	3
	*PSY 511	Foundations of Mental Health Counseling	3
	<b>Summer I</b>		
	*PSY 586	Diagnosis & Treatment of Child & Adolescent Psychopathology	3
	PSY 512	Human Growth & Development	3
<b>2nd Year</b>	<b>Fall</b>		
	PSY 660	Community Mental Health	3
	*PSY 666	Case Conceptualization & Treatment Strategies	3
	<b>Winter</b>		
	*PSY 635	Group Theory & Practice	3
	PSY 645	Couples & Family Counseling Strategies	3
	<b>Summer I</b>		
	PSY 669	Advanced Treatment Interventions	3
	PSY 570	Ethical, Legal, & Professional Issues for Counselors	3
<b>3rd Year</b>	<b>Fall</b>		
	PSY 680	Counseling Practicum I	3
	PSY 631	Career & Lifestyle Assessment	3
	PSY 612	Substance Abuse	3
	<b>Winter</b>		
	PSY 681	Counseling Practicum II	3
	PSY 632	Social & Cultural Foundations of Counseling	3
	PSY 608	Psychological Testing for Individual Evaluation	3
	<b>Summer I</b>		
	PSY 682	Counseling Practicum III	3
	PSY 582	Human Sexuality	3
<b>Total Degree Credits</b>			<b>60</b>

\*This course work, some of which have prerequisite requirements, must be completed prior to applying for practicum. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. **The minimum number of semesters required to complete course requirements is nine (9).**

# Master's Program In Mental Health Counseling

## Field-Based Model Course Sequence - Winter Start-Up

The schedule below is presented as a **model course sequence only**. The scheduling of courses during any semester may vary.

<b>1st Year</b>	<b>Winter</b>		<b><u>Credits</u></b>
	*PSY 502	Counseling Theories & Practice	3
	*PSY 584	Diagnosis & Treatment of Adult Psychopathology	3
	<b>Summer I</b>		
	*PSY 507	Research & Evaluation for Counselors	3
	*PSY 511	Foundations of Mental Health Counseling	3
	<b>Fall</b>		
	*PSY 586	Diagnosis & Treatment of Child & Adolescent Psychopathology	3
	PSY 512	Human Growth & Development	3
<b>2nd Year</b>	<b>Winter</b>		
	PSY 660	Community Mental Health	3
	*PSY 666	Case Conceptualization & Treatment Strategies	3
	<b>Summer I</b>		
	*PSY 635	Group Theory & Practice	3
	PSY 645	Couples & Family Counseling Strategies	3
	<b>Summer II</b>		
	PSY 669	Advanced Treatment Interventions	3
	<b>Fall</b>		
	PSY 680	Counseling Practicum I	3
	PSY 570	Ethical, Legal & Professional Issues for Counselors	3
	PSY 631	Career & Lifestyle Assessment	3
<b>3rd Year</b>	<b>Winter</b>		
	PSY 681	Counseling Practicum II	3
	PSY 612	Substance Abuse	3
	PSY 632	Social and Cultural Foundations of Counseling	3
	<b>Summer I</b>		
	PSY 682	Counseling Practicum III	3
	PSY 608	Psychological Testing for Individual Evaluation	3
	PSY 582	Human Sexuality	3
<b>Total Degree Credits</b>			<b>60</b>

\*This course work, some of which have prerequisite requirements, must be completed prior to applying for practicum. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. **The minimum number of semesters required to complete course requirements is nine (9).**

# Master's Degree In Mental Health Counseling

## Course Descriptions

### **PSY 502 Counseling Theories and Practice (3 credits)**

This course surveys the field of counseling. It considers the various theories of counseling and issues in the practice of mental health counseling as well as the personality theories which are the underpinnings of many counseling approaches.

### **PSY 507 Research and Evaluation for Counselors (3 credits)**

This course seeks to prepare counselors to be informed consumers of research and evaluation. It covers basic statistics, basic research designs, and program evaluation. It provides experience in reading research and evaluation reports.

### **PSY 511 Foundations of Mental Health Counseling (3 credits)**

This course is an overview of the field of mental health counseling. Students will address professional roles, functions, credentialing, and general ethics of mental health counselors. The major focus will be on the development of fundamental counseling skills, including listening, empathy training, and basic interviewing. Issues regarding the development of the therapeutic relationship, cultural diversity, and mental status assessment will be covered. **Prerequisite: PSY 502.**

### **PSY 512 Human Growth and Development (3 credits)**

This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept.

### **PSY 570 Ethical, Legal, and Professional Issues for Counselors (3 credits)**

This course covers standards for professional conduct in counseling. It considers ethical and legal decisions that counselors must make, such as scope of professional competence, confidentiality, duty to warn and protect, and value differences with clients. Case examples, current statutes, and counseling culturally diverse clients are discussed.

### **PSY 582 Human Sexuality (3 credits)**

This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior, and the importance of the counselor in the role of the educator.

### **PSY 584 Diagnosis and Treatment of Adult Psychopathology (3 credits)**

This course provides an introduction to the definition and study of abnormal or maladaptive behavior, including a broad range of psychopathology relevant to the adult and aged populations. Emphasis will be placed on a descriptive review of the major DSM-IV disorders, supplemented with theoretical considerations of etiology and treatment approaches.

**PSY 586 Diagnosis and Treatment of Child and Adolescent Psychopathology (3 credits)**

This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. It will also provide an overview of currently used interventions with psychologically troubled youths.

**PSY 608 Psychological Testing for Individual Evaluation (3 credits)**

This course surveys frequently used tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed. **Prerequisite: PSY 507.**

**PSY 612 Substance Abuse (3 credits)**

This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches. **Prerequisites: PSY 502; PSY 511.**

**PSY 631 Career and Lifestyle Assessment (3 credits)**

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes. Social, psychological, and economic factors influencing career choice are examined. Emphasis will be placed on individual and group career counseling skills.

**PSY 632 Social and Cultural Foundations of Counseling (3 credits)**

This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as sex, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability. It explores common stereotypes and out-group prejudices and how to overcome them in counseling. Finally, it reviews counseling issues and strategies for diverse clients.

**PSY 635 Group Theory and Practice (3 credits)**

This course overviews various group theories and basic aspects of group therapy. Topics covered include group therapy as a laboratory for interpersonal learning, therapist facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. **Prerequisites: PSY 502; PSY 511.**

**PSY 645 Couples and Family Counseling Strategies (3 credits)**

This skills course surveys current approaches to couples and family counseling with an emphasis on a systemic conceptual model of family functioning and therapeutic intervention. It is designed to develop specific intervention competencies. **Prerequisites: PSY 502; PSY 511; PSY 584 or consent of advisor.**

**PSY 660 Community Mental Health (3 credits)**

The brief history of community psychology is reviewed with a focus on those events that led to the development of a "community point of view." The course also acquaints students with the various approaches (preventative model, consultative role, etc.) and techniques (needs assessment, program evaluation) used by community psychologists. Distinctions between traditional clinical interventions and community intervention are highlighted.

**PSY 666 Case Conceptualization and Treatment Strategies (3 credits)**

This course focuses on the processes of conceptualizing clinical cases from a variety of theoretical orientations and translating them into effective treatment strategies. Video and audiotape clinical interviews, case studies, and role-plays will be utilized to assist students in formulating hypotheses about client difficulties and developing appropriate clinical interventions which address those difficulties. **Prerequisites:** PSY 502; PSY 511; PSY 584 or consent of advisor.

**PSY 669 Advanced Treatment Interventions (3 credits)**

This course will present advanced training in one or two major approaches to individual psychotherapy. Students will have the opportunity to explore in depth theoretical and technical applications of the approaches, issues related to the therapeutic alliance, goal-setting, and outcome evaluation. Video-taped presentations, role-playing, and case studies will be utilized. **Prerequisites:** PSY 502; PSY 511; PSY 584; PSY 666.

**PSY 680 Counseling Practicum I (3 credits)**

The student is required to spend a specified number of hours per week at a selected agency working under supervision with clients. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. **Prerequisites:** PSY 502; PSY 507; PSY 511; PSY 584; PSY 586; PSY 635; PSY 666 with a grade of "B" or better.

**PSY 681 Counseling Practicum II (3 credits)**

This practicum is a continuation of Practicum I. The student will be expected to develop more advanced skills in interviewing, assessment, and intervention. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues. **Prerequisite:** PSY 680 with a grade of "B" or better.

**PSY 682 Counseling Practicum III (3 credits)**

This practicum is a continuation of Practicum II. **Prerequisite:** PSY 681 with a grade of "B" or better.

## Mental Health Counseling Practicum

Practicum is conceived to be that phase of the Master's in Mental Health Counseling program in which a counselor-trainee is able to crystallize his or her educational experiences by translating theoretical constructs into practice. This type of supervised practice in counseling is generally viewed as an experience which assists the prospective counselor to function effectively in a future employment situation. It serves as a bridge between the theoretical and the real. It is the first opportunity for the counselor-trainee to apply what he or she has learned from the more didactic portion of the Mental Health Counseling program.

Three continuous semesters of practicum are required to afford students the opportunity of working with a variety of client populations over time. **Students will be required to complete three consecutive semesters of experience at a practicum site. Some students may need to take a leave of absence from their employment or reduce their workload during this portion of the program.**

**For main campus students,** each practicum in the fall and winter terms spans a full 15-week semester. The student will spend a minimum of 150 hours (10 hrs/week) in a community agency setting **and** participate in a 3-hour weekly practicum seminar class. Main campus practica scheduled during summer term I will span 12 weeks and require a minimum of 12.5 hrs/week on site. **If an agency where an individual would like to complete practicum does not appear on the main campus approved list, the Associate Director of Clinical Training must be contacted at least 3 months prior to any semester, so that the possibility of arranging a new placement can be determined. The seminar class schedule will be announced prior to the start of each semester.**

**For field-based students, practicum schedules are a departure from the weekend format.** Each practicum spans approximately a 15-week period. The student will spend a minimum of 150 hours (10 hrs/week) in a community agency setting **and** participate in **practicum seminars which may be held on evenings during the week.** Specific details on practicum are provided to students at the appropriate time in their program or upon request. In the field-based format, practica are scheduled only once during the curriculum for each cluster, and typically after a minimum of 10 courses have been scheduled. Currently, Practicum I is scheduled to begin in the fall semester, with Practicum II following in the winter semester and Practicum III following in the summer semester. Each site has a local practicum coordinator who assists in all arrangements for site placements. **Please be advised that during practica, students may also be enrolled in regularly scheduled weekend classes.**

Further practicum instructions will be provided to students prior to practicum registration.

**Those students wishing to fulfill State of Florida requirements for licensure (effective January 1, 2001) may elect the option to fulfill the additional required practicum hours (total 1000 hours) as required by Chapter 491, Florida Statutes. Students should meet with an academic advisor to discuss this option.**



## **Practicum Prerequisites**

To be eligible for PSY 680 - Counseling Practicum I, students must have been matriculated and must have successfully completed a minimum of 21 semester hours which includes the following course work:

1. PSY 502 Counseling Theories and Practice
2. PSY 507 Research and Evaluation for Counselors
3. PSY 511 Foundations of Mental Health Counseling
4. PSY 584 Diagnosis and Treatment of Adult Psychopathology
5. PSY 586 Diagnosis and Treatment of Child and Adolescent Psychopathology
6. PSY 635 Group Theory & Practice
7. PSY 666 Case Conceptualization & Treatment Strategies\*

**\*Must be completed with a grade of "B" or better.**

The student must file an application for practicum and receive approval prior to registering for a practicum.

# Master's Program in School Guidance & Counseling

## Master's Degree Curriculum

### Forty-Six (46) Semester Hours

<b>Required Courses</b>	CGPY 502	Counseling Theories and Techniques
	CGPY 507	Research and Evaluation for School Counselors
	CGPY 510	Career Development
	CGPY 512	Learning & Human Development
	CGPY 515	Principles of Counseling & Guidance
	CGPY 550	Contemporary Clinical Interventions
	CGPY 575	Ethical, Legal, & Professional Issues for School Counselors
	CGPY 585	Psychology of Exceptional & At-Risk Children
	CGPY 595	Application of Technology in School Guidance and Counseling
	CGPY 608	Appraisal & Evaluation in School Counseling
	CGPY 630	Counseling the Culturally Different Student
	CGPY 636	Group Counseling
	CGPY 665	School Consultation Skills
	CGPY 685	School Guidance Pre-Practicum Seminar (2 Semesters)
	CGPY 688	Practicum: School Guidance
	CGPY 689	Practicum: School Guidance

# Master's Program in School Guidance & Counseling

## Field-Based Model Course Sequence - Winter Start-Up

The schedule below is presented as a **model course sequence only**. The scheduling of courses during any semester may vary.

1st Year	Winter	<u>Credits</u>
	*CGPY 502 Counseling Theories and Techniques	3
	*CGPY 512 Learning & Human Development	3
	<b>Summer</b>	
	*CGPY 515 Principles of Counseling & Guidance	3
	CGPY 507 Research & Evaluation for School Counselors	3
	<b>Fall</b>	
	*CGPY 636 Group Counseling	3
	*CGPY 575 Ethical, Legal, & Professional Issues for School Counselors	3
	*CGPY 685 School Guidance Pre-Practicum Seminar	2
2nd Year	<b>Winter</b>	
	*CGPY 665 School Consultation Skills	3
	CGPY 510 Career Development	3
	Continuation of CGPY 685 School Guidance Pre Practicum Seminar	—
	<b>Summer</b>	
	*CGPY 550 Contemporary Clinical Interventions	3
	CGPY 585 Psychology of Exceptional & At-Risk Children	3
	**CGPY 595 Application of Technology in School Guidance & Counseling	2
	<b>Fall</b>	
	CGPY 688 Practicum: School Guidance	3
	CGPY 630 Counseling the Culturally Different Student	3
	CGPY 608 Appraisal & Evaluation in School Counseling	3
3rd Year	<b>Winter</b>	
	CGPY 689 Practicum: School Guidance	3
<b>Total Degree Credits</b>		<b>46</b>

\*This course work, some of which have prerequisite requirements, must be completed prior to applying for practicum. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. **The minimum number of semesters required to complete course requirements is seven (7).**

\*\*This hands on course will be offered only on the main campus, in Ft. Lauderdale during July/August format. Student may access during any Summer when available.

# Master's Degree in School Guidance and Counseling

## Course Descriptions

### **CGPY 502 Counseling Theories and Techniques (3 credits)**

This course surveys the field of counseling. It considers the various theories of counseling and issues of counseling in school settings and focuses on the development of school counseling skills including basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed upon the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role-playing, along with didactic presentations and readings.

### **CGPY 507 Research and Evaluation for School Counselors (3 credits)**

This course seeks to prepare school counselors to be informed consumers of research and evaluation within educational settings. It covers basic statistics, research designs, and program evaluation. In addition, it reviews procedures of accountability for guidance departments.

### **CGPY 510 Career Development (3 credits)**

Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual, as well as from the standpoint of manpower needs for industrial and economic development.

### **CGPY 512 Learning and Human Development (3 credits)**

This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept. Applications to the school setting are examined.

### **CGPY 515 Principles of Counseling and Guidance (3 credits)**

This course covers the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools.

### **CGPY 550 Contemporary Clinical Interventions (3 credits)**

This course focuses on an understanding of critical psychological issues when dealing with children, adolescents and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, HIV/AIDS, and other contemporary clinical issues. Primary and secondary prevention strategies will be examined for suitable school-based interventions. **Prerequisites: CGPY 502**

### **CGPY 575 Ethical, Legal, and Professional Issues for School Counselors (3 credits)**

This course covers standards for professional conduct in school counseling. It considers ethical and legal decisions that school counselors must make, such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students. Case examples, current regulations, and standards on utilizing assessment data and issues in counseling culturally diverse students are discussed.

**CGPY 585 Psychology of Exceptional and At-Risk Children (3 credits)**

This course covers the etiology and characteristics of exceptionalities and children at risk for underachievement and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals.

**CGPY 595 Application of Technology in School Guidance and Counseling (2 credits)**

This course focuses on the application of computer-based technology in education with particular emphasis on school guidance functions. Strategies to enhance curriculum effectiveness, improving the learning environment, and improving guidance delivery services will be stressed.

**CGPY 608 Appraisal and Evaluation in School Counseling (3 credits)**

This course covers basic measurement concepts, test content and purpose, psychometric properties, administration, and scoring procedures. Frequently used tests of aptitude, interest, and personality are reviewed. Issues involved with standardized and nonstandardized assessment of achievement, educational diagnostic tests and vocational interest tests are examined from school guidance perspectives. Issues of test use with culturally diverse populations are addressed. **Prerequisite: CGPY 507**

**CGPY 630 Counseling the Culturally Different Student (3 credits)**

This course covers issues involved in the assessment and placement of minority students and overviews issues in the selection of techniques for counseling. An essential goal is to affect the awareness, knowledge base, and application of techniques. Methods used include group interaction, self-disclosure, in-depth examination of attitudes and prejudices, case studies, and role-playing.

**CGPY 636 Group Counseling (3 credits)**

This course overviews various group theories and basic aspects of group process. Topics covered include group counseling as a laboratory for interpersonal learning, counselors' facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group counseling. **Prerequisite: CGPY 502**

**CGPY 665 School Consultation Skills (3 credits)**

This course focuses on developing specific techniques in consultation. It integrates the various aspects of a school guidance program with particular reference to problem solving and the utilization of available data. Case examples specific to the school setting are discussed, and opportunities for skill development are provided through role-playing.

**CGPY 685 School Guidance Pre-Practicum Seminar (2 credits)**

This course provides exposure to school and community professionals and requires an in-school pre-practicum experience.

**CGPY 688 & 689 Practicum: School Guidance (6 credits)**

Supervised guidance practicum in an elementary, middle, or secondary school setting. **Prerequisites: CGPY 502; CGPY 512; CGPY 515; CGPY 550; CGPY 575; CGPY 636; CGPY 665; CGPY 685; and consent of advisor.**

## School Guidance and Counseling Practicum

Practicum is conceived to be that phase of the Master's in School Guidance and Counseling program in which a counselor-trainee is able to crystallize his or her educational experiences by translating theoretical constructs into practice. This type of supervised practice in counseling is generally viewed as an experience which assists the prospective counselor to function effectively in a future employment situation. It serves as a bridge between the theoretical and the real. It is the first opportunity for the counselor-trainee to apply what he or she has learned from the more didactic portion of the School Guidance and Counseling program.

Practicum responsibilities may include individual and small-group counseling, classroom guidance presentations, consultation, teacher in-service, parent conferencing, individual and large group testing, involvement in the exceptional student education process, and other experiences relevant to the practicum setting. **Students employed by the school system will be required to obtain permission from their principal or designated school official for release time to pursue their practicum. Students may be required to take a leave of absence or make other necessary arrangements to fulfill this requirement.**

Two continuous semesters of practicum are required to afford students an opportunity to work with a variety of students, parents, and teachers over time.

**For field-based students, the practicum schedule is a departure from the weekend format.** The two continuous semesters of practicum typically begin in the fall semester. For each semester, the student will spend a minimum of 90 hours (6 hrs/week) in a public school setting and participate in a regular seminar class. **Seminars are typically held on evenings during the week.** Specific details on practicum are provided to students at the appropriate time in their program or upon request. In the field-based format, practicum is scheduled only once during the curriculum for a specific cluster, typically after a minimum of 10 courses have been scheduled. The site has a local practicum coordinator who assists in all arrangements for site placements. **Please be advised that during practicum, students may also be enrolled in regularly scheduled weekend classes.** Further practicum instructions will be provided to students prior to practicum registration.

## School Guidance and Counseling Practicum Prerequisites

### Practicum Prerequisites

To be eligible for practicum, students must have been matriculated and must have successfully completed the following course work:

1. CGPY 502 Counseling Theories and Techniques
2. CGPY 512 Learning & Human Development
3. CGPY 515 Principles of Counseling & Guidance
4. CGPY 550 Contemporary Clinical Interventions
5. CGPY 575 Ethical, Legal, & Professional Issues for School Counselors
6. CGPY 636 Group Counseling
7. CGPY 665 School Consultation Skills
8. CGPY 685 School Guidance Pre-Practicum Seminar

The student must file an application for practicum and receive approval prior to registering for practicum.

## **School Guidance and Counseling - Certification Option**

Those teachers/educators that have an eligible masters degree in an area other than school guidance and counseling, and hold a current Florida teaching certificate, may apply for admission as a “special (non-degree) student” for the purpose of taking those courses in the master’s program in school guidance and counseling curriculum that meet the requirements for Florida certification as a guidance counselor under Plan 2, Rule 6A-4.0181, Florida Statutes (course by course basis).

The ten courses/content areas are as follows:

CGPY 502	Counseling Theories and Techniques
CGPY 510	Career Development
CGPY 512	Learning & Human Development
CGPY 515	Principles of Counseling & Guidance
CGPY 575	Ethical, Legal, & Professional Issues for School Counselors
CGPY 608	Appraisal & Evaluation in School Counseling
CGPY 630	Counseling the Culturally Different Student
CGPY 636	Group Counseling
CGPY 665	School Consultation Skills
CGPY 688	Practicum: School Guidance (2 semesters)

Persons interested in this option indicate so on the application form and provide a copy of their current Florida Teaching Certificate as part of their supporting documentation in their application.



## Professional Liability Insurance

All Master's students entering practicum will be required to carry professional liability insurance coverage provided through the University. Students are required to enroll in the plan at the time of registration. All students are required to abide by the *Ethical Standards of the American Counseling Association*, the *Code of Ethics for Mental Health Counselors*, the *American School Counselor Association*, *Ethical Standards for School Counselors*, and the policies and procedures of the Center for Psychological Studies. Students must also follow all rules and regulations of the agency/school where his or her practicum will be completed.

The term during which practica are to be scheduled is determined by the Center for Psychological Studies in accordance with the program schedule. The administrators of the Master's programs in Mental Health Counseling and School Guidance and Counseling will approve the student's readiness for practicum and will provide the student a list of approved practicum sites.

## Comprehensive Final Examination

Students will be required to pass a final written comprehensive examination. In order to be eligible to sit for the examination, students, at minimum, must be enrolled in the last semester of their program. Students are responsible for verifying their eligibility. Information concerning exam format and content will be provided to students at the appropriate time in their curriculum.

# III. Academic Regulations and Information

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## Calendar and Classes

### Academic Year

The academic year for main campus students is divided into two semesters. Additionally, there are one or two summer semesters, equivalent to the regular semester in contact hours, but shortened in length. Registration in summer session is optional. Course work in the field-based Master's programs is scheduled August - June.

Students are expected to register for classes at the designated time and place and in accordance with procedures outlined in this text and in program literature unless they have an approved leave of absence (see section on Student Enrollment).

### Attendance

Students are expected to attend all scheduled learning activities including classes, lectures, and seminars. Anticipated absences should be cleared in advance with the instructor. Excessive absences may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the course.

### Religious Holidays

It is the policy of the university to excuse, without penalty, absences due to religious observances and to allow the make-up of work missed. Special required out-of-class activities are ordinarily not scheduled on days of religious observances. The university is closed on many commonly observed religious holidays.

## Student Enrollment

All degree-seeking students are considered full-time students when they register for two or more courses per semester, excluding the main campus summer semester. This requirement is independent of the number of transfer credits the student may receive.

In order to maintain an active student status, all students are to be in continuous registration until they receive their degree unless prior approval is received from the Master's Program Office. **Failure to remain in continuous registration will be considered formal withdrawal from the program.**

### Full-Time Status

Students are considered to be full-time if they complete six credit hours each semester. A student on financial aid considering completing less than the scheduled credit hours in any given semester, should discuss this with the Master's Program Office and the Office of Student Financial Planning prior to the time of registration. **It is the responsibility of the student to seek advisement of options available for completing the Master's Program.**

## Leave of Absence

Matriculated students (degree candidates) who must interrupt their studies for an adequate reason such as illness may be granted a leave of absence. Students must apply in writing for a leave of absence to the Master's Program Office. If granted, the leave shall be for a stated period of time, not to exceed one year. Under normal circumstances students should apply for a leave of absence prior to registration for each semester. Time spent on an approved leave of absence is not charged against the five-year time limit.

**Students who interrupt their studies without a leave of absence or register in absentia will be assumed to have terminated their studies. Such students must make formal application for readmission if they wish to continue the program at a later date.**

## Time Limits

Students must complete their program within five (5) years from the date of first enrollment. This means that students are expected to graduate with the Master's degree within this time period. In the event that a matriculated student who has been in continuous enrollment does not complete all requirements within the five year time limit, he or she must enroll in the Master's Program and:

1. Maintain full-time status (minimum six (6) credits per semester, excluding summer sessions).
2. Complete remaining degree requirements which will include any course work that is more than five (5) years old.

In order to remain an active and matriculated student, registration is required in every semester, excluding summer sessions, until the completion of degree requirements unless a leave of absence has been granted. **Failure to remain in continuous registration will be deemed the student's formal withdrawal from the program.** All other program, center, and university requirements will be in effect.

## Failure to Register

Students who fail to register for a regular semester without a leave of absence are considered to have withdrawn from their program. Such students must make formal application and go through the entire admission process if they wish to reenter the program at a later date.

## Matriculation Requirements (Degree Candidacy)

### Mental Health Counseling Program

Students are admitted into graduate study at the Master's level and are reviewed for degree candidacy (matriculation) after completion of the designated four courses (12 credits) which must be completed within the first six courses (18 credits) or two semesters for which the student is enrolled.

These four designated courses require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation are:

1. PSY 502 Counseling Theories and Practice
2. PSY 511 Foundations of Mental Health Counseling
3. PSY 507 Research and Evaluation for Counselors
4. PSY 584 Diagnosis and Treatment of Adult Psychopathology or  
PSY 586 Diagnosis and Treatment of Child and Adolescent Psychopathology

During the formal review for matriculation, students' academic performance in the four designated courses listed above will be examined. Students need a grade point average of 3.0 or above in the four designated courses to be matriculated. **Students who receive two grades below a "B" or a grade of "F" in any of the four designated courses will not be matriculated and will be withdrawn from graduate study.**

Prior to the formal matriculation review, should a student receive a second grade below "B" or a grade of "F", the student will automatically be withdrawn from graduate study. Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in the Center for Psychological Studies Program.

Students with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

### **School Guidance and Counseling Program**

Students are admitted into graduate study at the Master's level and are reviewed for degree candidacy (matriculation) after the completion of the first four courses (12 credits) for which the student is enrolled.

During the formal review for matriculation, students' academic performance and professional functioning in the first four courses will be examined. Students need a grade point average of 3.0 or above in the first four courses to be matriculated. **Students with a grade of "F" in any one of the first four courses will not be matriculated and will be withdrawn from graduate study.**

Prior to the formal matriculation review, should a student receive a grade of "F", the student will automatically be withdrawn from graduate study.

Under no circumstances will students who achieve a grade point average of 2.5 or below in the first four courses be permitted to take graduate level courses in the Center for Psychological Studies Program.

Those students with a grade point average greater than 2.5 but less than 3.0 for the first four courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

## **Academic Advisement**

The center offers academic advisement to students. A staff of qualified advisors in the program office are assigned to students from the beginning of their studies. Advisors are accessible to students to assist with course planning and selections, appraisal of their academic standing, review of university policies and procedures, respond to individual circumstances, etc. A formal orientation program will be available to all students to familiarize them with the academic program and requirements, registration procedures, library information, student rights and responsibilities, etc.

Advisement about specific course content, etc. is available from the faculty and individual general advisement is offered through the main campus program office. Students will meet with an advisor regularly during registration or at any time upon request.

All matters pertaining to a student's record, scheduling of classes, leaves of absence, class absences, etc. should be directed to the program administration on the main campus in Fort Lauderdale.

## **Academic Standing (Following Matriculation)**

The grading policy for all graduate programs in the Center for Psychological Studies requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence. Failure to meet these requirements will result either in academic probation or dismissal as detailed below.

### **Remediation Policy**

A student receiving a grade of "F" in any course must repeat and successfully complete the course within one year (two full semesters, excluding summer sessions and leaves of absence). Both grades shall remain on the student's record and shall count toward an accumulation of below "B" grades; however, only the higher of the two grades will be counted toward the student's grade point average.

A grade lower than "B" in the following courses: PSY 666 Case Conceptualization and Treatment Strategies, PSY 680 Counseling Practicum I, PSY 681 Counseling Practicum II, and PSY 682 Counseling Practicum III, reflects inadequate performance and does not satisfy curriculum requirements. The student must repeat the course and a minimum grade of "B" must be achieved. Both grades shall remain on the student's record and shall count toward an accumulation of below "B" grades; however, only the higher of the two grades will be counted toward the student's grade point average.

## Probation

Academic probation will occur automatically when any of the following conditions exist:

1. The cumulative grade point average falls below 3.0.
2. A grade of "F" is received.
3. Three concurrent incompletes ("I") appear on the transcript.

The student, the Master's Program Administration, the Dean of the Center, and the Office of Student Financial Planning will be notified in writing of the student's probationary status. A student is allowed one year (two full semesters, excluding summer sessions) to remove probationary status.

## Dismissal

Automatic dismissal from any graduate program in the Center for Psychological Studies will occur when any of the following conditions exist:

1. Academic probation extends beyond one year.
2. More than 2 grades below "B" are received.
3. Two grades of "F" are received.

## Readmission

Students dismissed from the program may petition for readmission after one academic year. Such students will have their records examined by the Master's Programs Administration. Upon approval, the student will be readmitted to the program in effect at that time. Only those courses within the past 5 years with grades of "B" or that are equivalent will be applied toward the master's degree.

## Registration

All enrolled students are expected to be in continuous enrollment every semester until they receive their degree (see section on Student Enrollment). Arrangement with the Comptroller regarding payment of tuition and fees is part of the registration process and **registration is a prerequisite to class attendance**.

### Field-Based Policies and Procedures

The registration form and fees are due to the appropriate site coordinator on the designated registration date. Students registering with the site coordinator after that date will be assessed a late charge. Students may not register for a field-based course any later than one month prior to the first weekend of class meetings.

After students have registered, should any problems arise related to registration information or credit for fees, students should contact the Office of the University Registrar (1-800-541-NOVA, Ext. 7400).



Students receiving financial aid will be required to pay for text books at the time of registration. For tuition and fees, students may check off the financial aid payment box on each registration form until such time as monies are disbursed. Tuition and registration fees will be handled in accordance with the policies of the Office of Student Financial Planning.

Priority for registration in a specific course at a specific location is given to individuals admitted as degree-seeking students at that site. As space permits, Master's students from other sites, main campus Master's students, special students, etc. will be allowed to register for courses. Assignments will be made with permission from the program office and on a first come first serve basis.

### **Main Campus Policies and Procedures**

Students are responsible for obtaining course approval and registration forms during the announced registration dates.

The registration form and fees are due at the Office of the University Registrar during the designated registration period. **For semester and weekend courses, fees are due by the first day of the semester.** Students registering after these dates will be assessed a late charge.

Students may not register for any class without program office approval and not any later than the last day for late registration. After students have registered, should any problems arise related to registration information or credit for fees, students should contact the Office of the University Registrar (1-800-541-NOVA, Ext. 7400).

Students receiving financial aid will be required to pay tuition and registration fees in accordance with the policies of the Office of Student Financial Planning.

Priority for registration in a specific course at a field-based site is given to individuals admitted as degree-seeking students at that site. As space permits, main campus Master's students, special students, etc. will be allowed to register for courses. Assignments will be made with permission from the program office. Students are advised to have their name placed on the waiting list for course work they wish to take at a field-based site at least 2-3 months prior to the first class date. Schedules of field-based classes are posted and available for review by main campus students.

### **Payment of Tuition and Fees**

Arrangement with the Comptroller regarding payment of tuition and fees is part of the registration process and **registration is a prerequisite to class attendance.** Students who register late will be assessed a \$30 late registration fee. The academic calendar stipulates the last day for completing late registration.



## Tuition and Fees for the 1999-2000 Academic Year

Master's tuition for 1999-2000 will be charged at the rate of \$420 per credit hour. **Students should anticipate an annual review of fees by the university and possible increases.** Students are expected to pay tuition in full at the time of registration. Students receiving financial aid must familiarize themselves with the requirements of that office with regard to payments and may defer payment only if they have been officially notified of an award. Once a loan check is disbursed, students will be responsible for making all appropriate payments.

Tuition	\$420 per credit hour
Application Fee	\$50 (non-refundable)
Registration Fee	\$ 10 per course (field-based) \$ 25 per semester (main campus)
Late Registration Penalty	\$ 30 per course (field-based) \$ 30 per semester (main campus)
Text Books	\$ 80-200 per course (approximate cost)
Professional Liability Insurance	\$ 6 per semester of practicum
Student Government Association	\$ 10 per semester (fall and winter, main campus students only)
Comprehensive Final Examination	no fee
Application for Degree Fee	\$ 75
Transcript Fee	\$ 5 per transcript

Some courses may require additional fees for laboratory and/or equipment (e.g. calculator, testing materials) and supplemental course materials. Students are provided NSU UNIX computer accounts at no charge. Students may need to make arrangements for Internet access and pay the corresponding fee.

**\* Please note that all above fees are subject to change without notice.**

## Refund Policy

Students have three working days from the date of signing an enrollment contract or financial agreement with the university to cancel the contract and receive a full refund of any tuition fees paid. Further more, a student shall receive a full refund of tuition fees paid by the student **prior** to the commencement of instruction if the student submits a written request to the institution within three working days of the payment. Refund schedules for tuition fees after the commencement of instruction may be found in the appropriate center or program catalogs.

Fees other than tuition are not refundable. Students who wish a tuition refund must notify the program office in writing of their request and their reason for withdrawal. Unless written notification is on file, students are assumed to be active participants and are responsible for tuition payments.

### **Field-Based Refund Schedule**

The following schedule applies to payments for each field-based class:

For 100% refund:                withdrawal **prior** to the first weekend of class  
For 50% refund:                withdrawal **prior** to the second weekend of class

Call the program office and/or notify the instructor concerning unanticipated withdrawals (e.g., sudden illness) or class absences. For advisement on withdrawals and refunds, contact the program office in Ft. Lauderdale.

### **Main Campus Refund Schedule**

The following schedule applies to refunds for each main campus semester class:

#### **Fall Semester**

For 100% refund:                drop by Monday, August 30, 1999  
For 80% refund:                drop by Monday, September 13, 1999  
For 60% refund:                drop by Tuesday, September 21, 1999  
For 40% refund:                drop by Monday, September 27, 1999  
For 20% refund:                drop by Monday, October 4, 1999

#### **Winter Semester**

For 100% refund:                drop by Monday, January 3, 2000  
For 80% refund:                drop by Friday, January 14, 2000  
For 60% refund:                drop by Friday, January 21, 2000  
For 40% refund:                drop by Friday, January 28, 2000  
For 20% refund:                drop by Friday, February 4, 2000

#### **Summer Term I**

For 100% refund:                drop by Monday, May 1, 2000  
For 75% refund:                drop by Friday, May 5, 2000  
For 50% refund:                drop by Friday, May 12, 2000  
For 25% refund:                drop by Friday, May 19, 2000

#### **Summer Term II**

For 100% refund:                drop by Wednesday, June 21, 2000  
For 75% refund:                drop by Thursday, June 30, 2000  
For 50% refund:                drop by Thursday, July 6, 2000  
For 25% refund:                drop by Thursday, July 13, 2000

The following schedule applies to payments for each Main Campus intensive weekend class:

For 100% refund:      withdrawal **prior** to the first weekend of class  
For 50% refund:      withdrawal **prior** to the second weekend of class

Call the program office and/or notify the instructor concerning unanticipated withdrawals (e.g., sudden illness) or class absences. For advisement on withdrawals and refunds, contact the program office.

### **Drop/Add**

The academic calendar outlines the dates and refund schedule for courses dropped or added. A course that is dropped within the time frame indicated on the academic calendar will not appear on the student's official transcript.

### **Withdrawal from a Course**

#### **Field-Based**

When a student withdraws from a course prior to the first weekend, the course is deleted from the student's record. A "W" grade is assigned when a student officially withdraws from a course after the first weekend of class but prior to the second weekend of class. Failure to report your withdrawal from a class prior to the second weekend will result in a grade of "F".

#### **Main Campus**

When the student withdraws from a course prior to the first class, the course is deleted from the student's record. A "W" grade is assigned when a student withdraws from a course after the "last day to drop courses" indicated in the academic calendar and **prior** to the eleventh (11th) scheduled class. After the start of the eleventh (11th) scheduled class, the student will be assigned a failing grade.

### **Auditing a Course**

Under special circumstances and with permission of the instructor and program administration, students will be permitted to audit a course. Space in the class must be available. Fees for auditing will be charged at one half the rate of regular tuition. No credit is given, but courses will appear on the transcript as "audit."

### **Transfer of Credit**

Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the Master's Program Administration. Sufficient documentation should be presented to allow for evaluation by the Office of Academic Affairs, including an official transcript from the institution where the course was taken and a course description as listed in the institution's catalog. Other documentation may include syllabi, course notes, or other material as requested.

The number of transfer credits that will be credited towards graduation is six (6). Transfer of credits will be awarded when the course being evaluated meets **all** of the following criteria:

- 1) It is a graduate level course taken at an institution accredited as degree-granting by a recognized regional accrediting body for higher education at the time the course was completed or an APA professional school. A graduate level course is defined as one that would be credited toward a master's degree at the institution where the course was taken. At minimum, this must be verified in the school's catalog or a letter from the chair of the department.
- 2) It is equivalent in content to a required course in the curriculum.
- 3) It was completed no longer than five (5) years prior to the student's first enrollment in the program; and
- 4) A grade of "B" or higher was received. A grade of "P" (Pass) or "CR" (Credit) or other such grades cannot be accepted as equivalent unless it can be officially verified as such.

It will be the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded. Course work submitted from a foreign institution will be evaluated for equivalency in accordance with accreditation standards.

Courses completed at other institutions after the student has enrolled in the Master's Program will be considered only if there has been **prior** approval by the Office of Academic Affairs. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average.

**No transfer credit may be applied to practica or for portfolio-based experiential learning.**

Federal Regulations require that veteran students **MUST** report all prior credit and training, and that the school **MUST** evaluate such and grant credit as appropriate, with training time and tuition reduced proportionately and with the VA and student so notified.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.

**IT IS THE STUDENT'S RESPONSIBILITY TO VERIFY WITH THE STATE OF FLORIDA, DEPARTMENT OF EDUCATION, THAT COURSES TRANSFERRED ARE APPLICABLE TOWARD THE EDUCATIONAL REQUIREMENTS FOR FLORIDA CERTIFICATION IN SCHOOL GUIDANCE AND COUNSELING (PK-12).**

## Grading Policy

The following policies apply to all academic programs in the Center for Psychological Studies. All degree programs in the Center for Psychological Studies assign grades to course work according to the following system:

<u>Grade</u>	<u>Achievement Rating</u>	<u>Quality Points</u>
A	Excellent	4
B	Satisfactory	3
C	Marginal Pass	2
F	Failure	0
P	Pass	-
I	Incomplete	-
W	Withdraw	-

In all courses, a grade of A, B, C, or F will be assigned based upon the individual instructor's assessment and evaluation of the student's work.

Prior to the first class session, dropped courses will be deleted from the student's record. A "W" grade is assigned when a student withdraws from a course *after* the "last day to drop courses," indicated in The Academic Calendar and *prior* to the 11th scheduled class. A grade of "W" will appear on the student's official transcript. Students who stop attending class but who fail to officially withdraw prior to the 11th scheduled class (main campus) or start of the final weekend of class (field-based or main campus), will be subject to grading as described in the course syllabus.

An "I" (incomplete) indicates that the student has not completed the course requirements during the scheduled time and the instructor has given additional time to do so. An "I" grade is not assigned by faculty when students fail to complete the course requirements.

A student must request an incomplete from the instructor. If the instructor approves an incomplete, a contract form is signed by the instructor and the student and submitted to the Masters Program Office. The contract must specify the following:

1. The requirements to be completed by the student to remove the incomplete.
2. The time period within which the student must satisfy the incomplete, not to exceed 10 weeks from the end of the semester.
3. The grade that the student will receive if the incomplete is not satisfied by the conclusion of the specified time period.

Should the instructor choose not to assign an incomplete, the grade assigned will then be based upon the instructor's assessment of the quality and quantity of work completed.

A student will not be permitted to register for a sequential course when a grade of "I" (incomplete) or "F" (failure) has been received in a prerequisite course.

## Evaluation of Master's Students

Each student is evaluated on an ongoing basis while enrolled in the program, including during the practicum experience. In addition to course evaluations, matriculation and evaluation of readiness for practicum is coordinated by the Master's program office. The purpose of evaluation is to provide students with relevant feedback concerning their performance and to serve as a screening process in order to ensure high standards for the profession of psychology. Relevant information including practicum evaluations is coordinated through the program administration.

If, for any reason, a faculty member has reason to question the satisfactory progress of any student in the program, he/she will discuss the problem with the student. If the problem persists, the faculty member may bring the issue to the attention of the program administration and the Center for Psychological Studies faculty. Appropriate faculty will be asked for additional review and comment.

While it is difficult to operationally define all characteristics associated with quality professionalism, students and faculty have targeted several observable behavioral categories that they consider to be an integral and necessary part of professional functioning. These broad areas include the following:

### 1. Academic Achievement

- a. Academic standing as discussed in this *Handbook*.
- b. Ability to communicate orally and in writing.
- c. Management of practicum experiences.

### 2. Responsible Behavior

- a. Dependability in commitment (e.g., punctuality in attending classes, submitting papers and assignments, meeting with clients, etc.).
- b. Accepts responsibility for own work.
- c. Carries through and completes tasks.
- d. Seeks needed guidance from appropriate sources.

### 3. Ethical Behavior

- a. Abides by the ethical standards of the profession as delineated in the *American Counseling Association Publication, Ethical Standards*.
- b. Abides by university requirements as outlined in this *Policies and Procedures Handbook* and in other published university and center documents.

### 4. Intrapersonal Behavior

- a. Displays mature and appropriate behavior.
- b. Demonstrates ability to function independently.
- c. Exhibits usual and customary judgment and discretion in both student and professional activities.
- d. Presents a generally respectful and non-hostile attitude.

- e. Participates in activities that are pursuant to professional development.
- f. Develops intrinsic criteria to evaluate own performance.

## **5. Interpersonal Behavior**

- a. Cooperative with and respectful of others.
- b. Ability to give, accept, and utilize constructive criticism.
- c. Develops and maintains positive relationships with peers and faculty.
- d. Develops satisfactory working relationships with supervisors and advisors.

## **Degree Conferral**

Students who have completed all requirements for the master's degree must submit an application for degree. Forms are available from the Office of the University Registrar. A fee is required upon submission of the degree application form.

These offices verify that applications require approval by the Office of the Dean, University Comptroller, Registrar, and Library. These offices verify that requirements are met and that the student's accounts, records, etc. are in good standing.

Upon approval, the application is presented to the University Board of Trustees for conferral. Following the official conferral of the degree, which is noted on the transcript, a diploma is mailed to the student.

## **Academic Degree Requirements**

A student must complete all courses for the degree with a grade point average of at least 3.0. **The Master of Science degree program in Mental Health Counseling requires 60 semester hours of graduate credit. The Master of Science degree program in School Guidance and Counseling requires 46 semester hours of graduate credit.** All students will be required to pass the comprehensive examination as part of their degree requirements. A candidate is expected to complete and graduate from the Master's program within five years from the date of first enrollment.

## **Graduation**

Graduation exercises for Nova Southeastern University take place each summer. Eligibility is determined by having completed all requirements prior to the graduation date or by the end of the summer term. Students eligible to participate in graduation may contact the Office of the University Registrar for information about graduation ceremonies.



# IV. Student Rights and Responsibilities

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## Ethical Issues in the Center for Psychological Studies

All students and graduates are expected to be knowledgeable about and conform to both the letter and spirit of the July 1, 1995 revision of *Ethical Standards* as approved and adopted by the Executive Committee and Board of Directors of the American Counseling Association. In addition, students should review the ACA *Code of Ethics for Mental Health Counselors*, the American School Counselor's Association, *Ethical Standards for School Counselors*, and the provisions of the American Psychological Association's *Ethical Principles of Psychologists*. A copy of the full text of materials to which students and graduates are expected to conform will be made available in the course Ethical, Legal, and Professional Issues for Counselors. From time to time these materials are amended. Students and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

In particular, attention is drawn to the following points, which are illustrative rather than exhaustive or comprehensive:

1. No student should represent him/herself as being in possession of the master's degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed, and the Board of Trustees has met and conferred the degree.
2. It is misleading and inappropriate to append "master's student", or some similar designation, after your name.
3. A student should guard against being in a position of having final clinical **responsibility** for clinical work. This is most important both ethically and legally.
4. When a student is in practicum, the student will verbally identify him/herself to his/her supervisor, the agency or school staff and each client as a graduate student "trainee" in mental health counseling or school guidance and counseling.
5. In Florida, new graduates are legally ineligible to represent themselves as "mental health counselor" or to offer or advertise independent services until the Florida license is awarded.
6. Any academic, professional, or personal difficulty which results in action being taken by the Center for Psychological Studies regarding a student will be brought to the attention of a program administrator. Depending upon the particular type of difficulty identified, a number of processes are available to the program administrator.
7. Students should familiarize themselves with Chapter 491, *Florida Statutes*, the Florida State Law for licensure as a Mental Health Counselor.

8. Students should familiarize themselves with Plan 2, Rule 6A-4.0181, State of Florida Department of Education, specialization requirements on certification in Guidance and Counseling, PK-12, effective July, 1990.

The Master's programs are concerned with the welfare of the public, the educational experience of the student, and the development and maintenance of high standards of ethics and practice in the profession and in the program. All students therefore are advised, that they are expected to abide by the American Counseling Association's *Ethical Standards*.

### **Dual Relationships Between Faculty and Students**

While in principle the APA policy of discouraging dual relationships is endorsed, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty and students are bound to arise. Faculty and students are therefore urged to be sensitive to and aware of the existence of dual relationships and to enter into these with full awareness of their implications.

Sexual relationships between university faculty or administrators and a student who are not married to each other or who do not have a preexisting analogous relationship are inappropriate whenever the university faculty or administrator has a professional responsibility for the student in such matters as teaching a course or in otherwise evaluating, supervising, or advising a student as part of a school program. Even when a university faculty member or administrator has no professional responsibility for a student, the university faculty or administrator should be sensitive to the perceptions of other students that a student who has a sexual relationship with a professor may receive preferential treatment. A university faculty member or administrator who is closely related to a student by blood or marriage or who has a preexisting analogous relationship with a student should eschew roles involving a professional responsibility for the student whenever possible. Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism, which can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

It is specifically required that when either a faculty member or any agency, corporation, or program under the auspices of a faculty member employs a student, or whenever a student or any agency, corporation or program under the auspices of a student employs a faculty member, both parties shall document the existence of this dual relationship in a letter to the Dean of the Center for Psychological Studies. This documentation shall be retained in both the student's and the faculty member's permanent files. As necessary, an ad hoc committee shall be appointed to review any complaints that might arise as the result of dual employment relationships.

Further, no services provided by a faculty member or any agency, corporation, or program under the auspices of a faculty member shall result in academic credit being granted to a student unless the services are officially rendered as part of the recognized curriculum (e.g., practicum work, supervised university research, internship, or course work). Approval of such rendering of service must be in writing and approved by the Dean.

**The provision of psychological services by faculty to students is discouraged.** Extenuating circumstances may exist, such as when some unusual expertise is possessed by a faculty member or when a student was in treatment with a faculty member prior to becoming a student. In such cases, the provision of psychological services to a student must be approved by the Dean. Adjunct faculty members who expect no further instructional or supervisory relationship with a student may provide services without this reporting requirement.

### **No Direct Payment to Faculty**

Direct student payment to faculty for educational or professional services is not permissible. That is, no student is to make private arrangements to reimburse any faculty member for psychotherapy, tutoring, supervision, or other educational assistance. Students are encouraged to seek whatever educational help they need from faculty members and to seek professional services (such as psychotherapy) outside of the program.

## **Student Appeals**

The purpose of the student grievance and appeals process is to allow for the orderly resolution of student grievances concerning a policy, procedure, or administrative action.

Course and competency examination evaluations reside within the expertise of faculty members who are uniquely qualified by their training and experience. Such evaluations and grades are the prerogative of the instructor and are not subject to formal appeal unless there is compelling evidence of discrimination, arbitrary or capricious action, differential treatment, or procedural irregularities.

### **Informal Procedure**

Prior to initiating a formal appeal, the student must first meet with the party against whom the complaint is being made and present supporting information in an attempt to resolve the matter informally. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the Director of Academic Affairs within 30 days of its occurrence, where informal resolution will continue. Should the Director find insufficient evidence or if this step fails to bring about an acceptable resolution, the student must next request intervention through the Dean of the Center for Psychological Studies.

### **Formal Procedure**

1. A student wishing to proceed with the grievance must file a written appeal with the Dean. This document should contain a concise statement of the particular manner of harm, along with all relevant facts and compelling supporting evidence.
2. Upon receipt of a written appeal, the Dean shall review the document to determine if the complaint warrants further review.
  - a. If the Dean decides that no further action should be taken, the appeal will be terminated and a brief written explanation will be submitted to the student.

- b. If the Dean decides that a further review should occur, the appeal shall be referred to the center's standing Appeals Committee. The committee will conduct a substantive review of all facts it deems pertinent to the appeal. The committee, at its discretion, may interview the student or any other pertinent person which it judges has information relevant to the review. No persons may have legal counsel accompany them or appear in their behalf.
3. The Appeals Committee will file a written recommendation, with justification, to the Dean, including whether sufficient evidence exists to uphold or overturn the action being grieved. The Dean will notify the student of a determination in writing within a reasonable period following the filing of the appeal.
4. If the student has evidence that there have been any procedural irregularities within the appeals process, such irregularities must be presented in writing to the Dean within 5 days of the notification of determination. The Dean will review the document and notify the student of a decision. Should any irregularities have occurred, the Dean will return the appeal to the Appeals Committee for consideration consistent with the process described in this *Policies and Procedures Handbook*.
5. Following a review of the committee's report, the Dean's decision shall be final. Students acknowledge upon their acceptance into this program that the above procedure provides for adequate review of university action by any other outside parties or jurisdictions. Further, the jurisdiction for all grievance issues related to policies, procedures, and/or administrative action shall be Broward County, Florida.

## The Code of Student Conduct and Academic Responsibility

This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the university community. Abiding by the code ensures a climate wherein all members of the university community can exercise their rights of membership.

### Nova Southeastern University Statement of Academic Rights and Responsibilities

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the university and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established university and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

#### A. Academic Standards

The university expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practica, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a university-recognized form and style manner.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
  - b. Any form of cheating;
  - c. Conspiracy to commit academic dishonesty;
  - d. Misrepresentation;
  - e. Bribery in an attempt to gain an academic advantage;
  - f. Forging or altering documents or credentials; and
  - g. Knowingly furnishing false information to the institution.
5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

## **B. Conduct Standards**

1. Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
  - a. Theft;
  - b. Vandalism;
  - c. Disruptive behavior;
  - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
  - e. Possession, transfer, sale, or use of illicit drugs;



- f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
- g. Violations of housing regulations;
- h. Any act of conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural groups;
- i. Threats of or actual damage to property or physical harm to others;
- j. Failure to pay tuition and fees in a timely manner.

Furthermore, Nova Southeastern University prohibits any activity that may be construed as hazing ("hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organizations operating under the sanction of a university).

2. Students must have authorization from the university to have access to university documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

### **C. Supplementary Standards**

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The university and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

### **D. Violations**

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic, conduct, or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the university.

## **Nova Southeastern University Policies Governing Student Relations**

### **General**

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term "student" defines the student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.



## **Institutional and Academic Information**

Nova Southeastern University and its academic schools and centers periodically publish bulletins or catalogs describing NSU and its programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintains at least one full-time employee to assist students in obtaining information.

### **International Students**

International students who intend to reside in the United States and who are required to obtain an I-20 visa must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale. While financial aid is available for United States citizens only, some scholarship money may be available for foreign students. For further information contact: International Student Advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7240, toll free 800-541-6682, Ext. 7240.

### **Veterans' Benefits**

All programs described in this catalog are approved for veterans' training by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7220, toll free 800-541-6682, Ext. 7220.

### **Veterans' Benefits for Off-Campus Graduate Programs**

The Veterans Administration considers all programs that meet off campus (field-based programs, cluster programs) to be programs of independent study for veterans' benefits purposes. The Veterans Administration will make the decision as to the rate of the benefit.

### **Grade/Progress Reports for VA Students**

Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g., term, semester, quarter). A copy of each report will be placed in the student's permanent file maintained by the Office of the University Registrar.

### **Student Publications**

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the university provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and manager be subject to removal, and then by orderly and prescribed procedures.
3. All university published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

### **Student Participation in University Governance**

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the President's Student Advisory Committee which meets monthly with the president and appropriate senior administrative staff to discuss university matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self study subcommittee.

### **Notice of Nondiscrimination**

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The Office of the University Registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

### **Drug-Free Schools and Campuses**

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession

of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of .10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than \$250 or more than \$500 and imprisonment not more than six months. A second conviction results in a fine of not less than \$500 or more than \$1,000 and not more than nine months' imprisonment. Third conviction will result in not less than \$1,000 fine or more than a \$2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova Southeastern University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova Southeastern University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova Southeastern University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova Southeastern University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova Southeastern University students will, as a condition of their enrollment, abide by the terms of this policy.

### **Smoking and Nonsmoking**

Smoking is prohibited in any Nova Southeastern University facility where, regardless of physical separation, nonsmokers share a ventilation system with smokers.

This policy does not apply to living quarters (dormitories) which are subject to a separate smoking policy. Nor does this policy in any way supersede the Florida Clean Indoor Air Act.

### **Alcohol and Other Drugs**

Nova Southeastern University, as an institution of higher education, is dedicated to the well-being of all members of the university community—students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the university to endeavor to prevent substance abuse through programs of education and prevention.

The university recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the university's policy to work with members of the university community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The university also recognizes that the possession and/or use of certain substances is illegal, and the university is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any university related activity, members of the university community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.
2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.
3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.
4. Members of the university community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

## Substance Abuse Awareness, Education, and Prevention

Nova Southeastern University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences.
- To inform members of the university community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances.
- To support those who choose not to drink alcohol or to use other drugs.
- To teach those who choose to drink alcohol to do so responsibly.
- To help those who abuse alcohol or other drugs.

In order to achieve these goals, the university operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the university's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.
2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.
3. **Alcohol and Drug Awareness Activities.** Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.
4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).

5. **Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.
6. **Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Resource Center to ensure the substance abuse content of courses is consistent with University policies.
7. **Orientation.** Academic centers include information on drugs and alcohol in the orientation sessions and materials to new students. The orientation provides a general orientation to the problems of substance abuse and includes a statement of the University's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

## Communicable Diseases Policy Guidelines

It is the intent of the university to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the university community. It is also the intent of the university to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the university. Employees and students of the university who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employees under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The university will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

### Guidelines

1. For the purpose of this policy, the term "employee" shall include all persons employed by the university, either full-time or part-time, including adjuncts and off-site coordinators, but shall not include the following persons:
  - a. Members of the board of trustees
  - b. Guest lecturers
  - c. Vendors

The term "student" shall include all persons enrolled at the university, either part-time or full-time, from preschool through graduate studies.



The term “infected person” shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread of a communicable disease within the university community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be reasonable likelihood of the spread of the disease within the university community by an infected person, the assistant director of human resources will, after notification of the issues presented to the university president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The university will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current university policy for sick or annual leave.
3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician’s statement to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.
4. Within reason, the university shall make accommodations to the infected person, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.
5. No infected person (employee or student) may be dismissed from the university solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after reasonable accommodation has been attempted and an examination of facts demonstrate that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.
6. Disciplinary measures are available to the university when any employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to other. Student disciplinary measures shall range from counseling to expulsion.
7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The university shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.



## Policy on Sexual Harassment

It is the intent of Nova Southeastern University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment Opportunity Commission-promulgated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

- ◆ Explicit or implicit submission to sexual overtones is made a term or condition of employment.
- ◆ Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.

An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.

- A. At Nova Southeastern University, sexual harassment of or by employees includes:
1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.
  2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.
  3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about another individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually-oriented comments or innuendoes or actions that offend others.
  4. Engaging in any type of sexually-oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.
  5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts or attentions.

Nova Southeastern University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

**B.** At Nova Southeastern University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when:

1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;
2. Submission to or rejection of such conduct affects academic decisions; or
3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment;
4. Unwelcome patting, pinching, or touching;
5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure. Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova Southeastern University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and is discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

## **Privacy of Records**

Nova Southeastern University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the Office of the University Registrar. However, the Office of the University Registrar will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The university reserves the right to refuse the

above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the university if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

## **Reservation of Power**

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

## **Computer Use Policies**

This policy provides guidelines for the appropriate and inappropriate use of the computing resources of Nova Southeastern University. It applies to all users of the university's computing resources including students, faculty, staff, alumni, and guests of the university. Computing resources include all computers, related equipment, software, data, and local area networks for which the university is responsible as well as networks throughout the world to which the university provides access.

The computing resources of NSU are intended to be used for its programs of instruction and research and to conduct the legitimate business of the university. All users must have proper authorization for the use of the University's computing resources. Users are responsible for seeing that these computing resources are used in an effective, ethical, and legal manner. Users must apply standards of normal academic and professional ethics and considerate conduct to their use of the university's computing resources.

In addition to the policy contained herein, usage must be in accordance with applicable university policies (see "Related Policies" listed elsewhere in this policy) and applicable State and Federal laws. Among the more important laws are the Florida Computer Crimes Act, the Federal Computer Abuse Amendment Act of 1994, the Federal Electronic Communications Privacy Act, and the U.S. Copyright Act. Copies of these laws and the NSU Copyright Policy may be examined in the NSU Office of Academic Affairs.

Policy violations generally fall into four categories that involve the use of computing resources to:

1. harass, threaten, or otherwise cause harm to specific individuals or classes of individuals;
2. impede, interfere with, impair, or otherwise cause harm to the activities of others;
3. download, post, or install to university computers, or transport across university networks, material that is illegal, proprietary, in violation of license agreements, in violation of copyrights, in violation of university contracts, or otherwise damaging to the institution;
4. Recklessly or maliciously interfere with or damage computer or network resources or computer data, files, or other information.

Examples (not a comprehensive list) of policy violations related to the above four categories include:

- sending an individual or group repeated and unwanted (harassing) E-mail or using E-mail to threaten someone.
- accessing, or attempting to access, another individual's data or information without proper authorization (e.g., using another's computing account and password to look at their personal information).
- propagating electronic chain mail or sending forged or falsified E-mail.
- obtaining, possessing, using, or attempting to use someone else's password regardless of how the password was obtained.
- copying a graphical image from a Web site without permission.
- posting a university site-licensed program to a public bulletin board.
- using illegally obtained licensed data/software, or using licensed data/software in violation of their licenses or purchase agreements.
- releasing a virus, worm, or other program that damages or otherwise harms a system or network.
- preventing others from accessing services.
- attempting to tamper with or obstruct the operation of NSU's computer systems or networks.
- using or attempting to use NSU's computer systems or networks as a means for the unauthorized access to computer systems or networks outside the University.
- distributing child pornography via the web.
- using university resources for unauthorized purposes (e.g., using personal computers connected to the campus network to set up web servers for illegal, commercial, or profit-making purposes).
- violating Federal copyright laws or the NSU copyright policy.

Inappropriate conduct and violations of this policy will be addressed by the appropriate procedures and agents (e.g., the Office of the Dean, the Office of the Vice President for Academic Affairs, or the Office of Human Resources) depending on the individual's affiliation with the University.

#### RELATED POLICIES:

Student-Related:	Student Code of Conduct and Academic Integrity
Faculty-Related:	Faculty Policy Manual
Staff-Related:	Employee Handbook
General Policies:	Copyright and Patent Policy, Computing Account Security Agreement

## World Wide Web Pages

The university's "Format and Design Guide" (<http://www.nova.edu/common-lib/policies/>) outlines the procedures for establishing official university web pages and offers useful information about the university's Internet resources, including common libraries containing standard html templates and graphics, as well as guidelines for creating a user-friendly web page. Individuals interested in creating **official** web pages must sign the Information Provider Agreement and attend training sessions before beginning.

Recognizing the values of free expression and academic freedom, NSU encourages faculty and students to take advantage of the creative possibilities and intellectual benefits of Internet exploration and communication. The policies contained in this guide do not apply to "unofficial" pages, such as faculty home pages, student resumes, etc. Creators of "unofficial" pages are expected to abide by existing policies governing computer use, including the university's policy on the Acceptable Use of Computing Resources (see above).

**In order to access the university's computing resources, all Nova Southeastern University students must provide their own Internet access service through a suitable Internet Service Provider (ISP).**

## Use of Material in Web Pages

You should assume that materials you find on the web page are copyrighted unless a disclaimer or waiver is expressly stated. You may not place any materials owned by others, i.e. copyrighted works, on your Web page(s) without the express permission of the copyright owner. (Examples: graphic images from other Web pages, articles, video, audio, photographs, software, or images scanned from published works). You may include short quotations of text provided you identify in an obvious way (e.g., in a footnote) the author and the work from which the quotation is taken. If you want to include something from another Web page in one of your Web pages, then link to it rather than copy it. The occurrence of plagiarism on your Web page is subject to the same sanctions as apply to plagiarism in any other media. Images in the NSU graphics repository may be used if permitted in the license agreement for such software. You may not place any pictures or videos of people on a Web page without the expressed permission of the people in the video. Every person has the right to privacy which includes the right to restrict the use of his/her own image. In addition, the picture or video may be protected by copyright.

If you have received formal permission to use material owned by another, place the following notice on the page that contains the copied material:

Copyright 1997 by <name of the copyright owner>. Used with permission.

Although a copyright notice is not required to assert your rights to own original material, you may want to include a minimal notice of copyright in a Web page footer when appropriate. When used, the copyright notice should appear as follows:\*

Individual Web pages:

Copyright 1997 <your name>. All rights reserved.

Organization Web pages (examples):

Copyright 1997 Cornell Law Review. All rights reserved.

Copyright 1997 Nova Southeastern University. All rights reserved.

Copyright 1997 the School of Computer and Information Sciences. All rights reserved.

\*The symbol © may be used in lieu of "Copyright" or immediately after it.



# Federal Trafficking Penalties

PENALTY			Quantity	DRUG	Quantity	PENALTY	
CSA	2nd Offense	1st Offense				1st Offense	2nd Offense
	Not less than 10 years. Not more than life.	Not less than 5 years. Not more than 40 years.	10-99 gm or 100-999 gm mixture	<b>METHAMPHETAMINE</b>	100 gm or more or 1 kg <sup>1</sup> or more mixture	Not less than 10 years. Not more than life.	Not less than 20 years. Not more than life.
			100-999 gm mixture	<b>HEROIN</b>	1 kg or more mixture		
			500-4,999 gm mixture	<b>COCAINE</b>	5 kg or more mixture		
I	If death or serious injury, not less than life.	If death or serious injury, not less than 20 years. Not more than life.	5-49 gm mixture	<b>COCAINE BASE</b>	50 gm or more mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
and  II	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$2 million individual, \$5 million other than individual.	10-99 gm or 100-999 gm mixture	<b>PCP</b>	100 gm or more or 1 kg or more mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.
			1-10 gm mixture	<b>LSD</b>	10 gm or more mixture		
			40-399 gm mixture	<b>FENTANYL</b>	400 gm or more mixture		
			10-99 gm mixture	<b>FENTANYL ANALOGUE</b>	100 gm or more mixture		

Drug	Quantity	First Offense	Second Offense
Others <sup>2</sup>	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.
III	All	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.
IV	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.
V	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.

<sup>1</sup> Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

<sup>2</sup> Does not include marijuana, hashish, or hash oil.

## Federal Trafficking Penalties – Marijuana

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	<b>Marijuana</b> Mixture containing detectable quantity	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	<b>Marijuana</b> Mixture containing detectable quantity	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	<b>Marijuana</b>	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	<b>Hashish</b>		
1 to 100 kg	<b>Hashish Oil</b>		
50-99 plants	<b>Marijuana</b>	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.
Less than 50 kg	<b>Marijuana</b>		
Less than 10 kg	<b>Hashish</b>		
Less than 1 kg	<b>Hashish Oil</b>		

# Controlled Substances – Uses & Effects

DRUGS' CSA SCHEDULES			TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLERANCE	DURATION (Hours)	USUAL METHODS OF ADMINISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME
					Physical	Psychological						
NARCOTICS												
Opium	II III V	Dover's Powder, Paregoric, Parapetolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating	
Morphine	II III	Morphine, MS-Contin, Roxanol, Roxanol SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected				
Codeine	II III V	Tylenol w/Codn, Robitussin AC, Empirin w/Codn, Fiorinal w/Codn	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected				
Heroin	I	Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked				
Hydromorphone	II	Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected				
Meperidine (Pethidine)	II	Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected				
Methadone	II	Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected				
Other Narcotics	I II III IV V	Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin <sup>2</sup>	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected				
DEPRESSANTS												
Chloral Hydrate	IV	Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death	
Barbiturates	II III IV	Amytal, Nembutal, Fiorinal, Lotusate, Tuinal, Seconal, Butisol, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral				
Benzodiazepines	IV	Ativan, Dalmane, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Versed, Verstran, Halcion, Paxipam	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral				
Methaqualone	I	Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral				
Glutethimide	III	Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral				
Other Depressants	III IV	Equanil, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral				
STIMULANTS												
Cocaine <sup>1</sup>	II	Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation	
Amphetamines	II	Biphetamine, Delcobase, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected				
Phenmetrazine	II	Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected				
Methylphenidate	II	Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected				
Other Stimulants	III IV	Adipex, Cyferl, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2	Weight control	Possible	High	Yes	2-4	Oral, injected				
HALLUCINOGENS												
LSD	I	Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal symptoms not reported	
Mescaline and Peyote	I	Mesc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral				
Amphetamine Variants	I	2,5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected				
Phencyclidine	II	PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected				
Phencyclidine Analogues	I	PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected				
Other Hallucinogens	I	Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed				
CANNABIS												
Marijuana	I	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity and decreased appetite occasionally reported	
Tetrahydracannabinol	I II	THC, Marinol	Cancer chemotherapy antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral				
Hashish	I	Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral				
Hashish Oil	I	Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral				

<sup>1</sup> Designated a narcotic under the CSA

<sup>2</sup> Not designated a narcotic under the CSA



## V. Other Policies and Information

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### Academic Support Services

#### Library Services

The Einstein Library, located in the Parker Building, houses the university's major collection of books and journals in the humanities, business, education and sciences. More than 35 specialized indexes in CD-ROM format are available in-house, and an additional 70 databases, many full text, are available via the Internet and campus network. The Nova Southeastern University Libraries' online catalog (NovaCat) is accessible for remote searching, as well as searching catalogs from other university libraries. Students also have access to libraries in the Health Professions Division and Law Center.

The Einstein Library is a member of SEFLIN and FILL, cooperative library networks that provide quick access to library materials throughout Florida. The library also has lending agreements with large research libraries in the Midwest, which provide priority document delivery service to students. The Einstein Library is a cooperating library of the Foundation Center in New York, giving students access to collections for grants and foundation research.

Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and to reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or computer. To contact Distance Library Services by phone call 800-541-6682, ext. 4602, or (954)262-4602. Use the toll free fax to order library materials at: 888-DLS-DOCS or 888-357-3627. Contact DLS by Internet: [library@nsu.nova.edu](mailto:library@nsu.nova.edu) or by Web: <http://www.nova.edu/library>.

#### MicroLab

MicroLabs and electronic classrooms are located on the main campus in the Parker Building (first, second, and third floors), the Sonken Building, the Leo Goodwin Residence Hall, University Plaza, and the Maltz Psychology Building. MicroLabs are also located at the NSU East Campus. The multi-lab design of the MicroLabs and the choice of technology platforms provide flexibility for faculty and students to apply technology to meet course requirements. Computer systems include Windows 95, Macintosh, Sun OS with access to a wide choice of applications programs. The MicroLabs are equipped with multimedia workstations. Peripherals such as CD-ROMS, color scanners, digital cameras, and CD-ROM press are also available for student use. The MicroLabs have online connectivity with all systems linked to the Campus Wide Information System (CWIS), the NSU Electronic Library, the Internet, and to the World Wide Web. An extensive collection of software housed in the MicroLabs provide access to a broad range of programs and multimedia applications.

## **Center for Media and Technology**

Consisting of a TV studio equipped to video record in color, a well-equipped audio studio, and a graphics room, the center provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

## **CPS Testing Library and Statistical Consulting Lab**

The center maintains its own library of testing instruments and kits for assessment courses. Loan arrangements may vary according to the course and equipment involved. Conditions will be explained by the course instructor.

Statistical consulting is also available through the faculty member and advanced graduate students who staff the testing library. Methodological, statistical, and computing consultation are provided to faculty and students engaged in research.

## **Career Resources**

The purpose of the Career Resource Center is to assist students and alumni in all aspects of the career decision-making, planning, and job search process. Our mission is to support Nova Southeastern University undergraduate students, graduate students, and alumni in the implementation of successful career plans.

Through counseling and career related resources, the center strives to educate students and alumni to:

- a. Develop a career life plan from choosing a major to conducting a job search.
- b. Explore career and/or graduate/professional school opportunities.
- c. Secure employment.

The Career Resource Center encourages personal responsibility on the part of students and alumni in planning a career and exploring opportunities as they relate to educational and personal development throughout the college years and into the future.

## **Faculty Decision-Making**

Faculty of the Center for Psychological Studies meet regularly to review such issues as curricula, admission, and evaluation of students. Faculty evaluation and promotions are managed through a standing Faculty Review Committee.

Student representatives attend regular faculty meetings. Any student interested in having input or involvement should contact his or her Student Government Representative.

## **Student Evaluation of Courses**

Prior to final exams, faculty/course evaluation forms are distributed in each class. The student is requested to give anonymous feedback regarding class content, texts, examinations, and instructor or supervisor performance. Information from faculty/course evaluations is used to monitor courses and to assess faculty merit.

## **Student Organizations and Activities**

### **Student Government Association**

The Student Government Association (SGA) consists of a governing council, which is the official representative of the student body and is so recognized by the faculty. The council functions autonomously and is responsible for communicating student needs and concerns to the faculty and administration. Students are represented at faculty meetings through appointed student representatives. One representative with voting privileges serves on all ad hoc committees.

### **Social/Athletic Involvement**

Over and above the professional contact that occurs between students and faculty, there is also opportunity for interaction through a variety of planned social and athletic activities. These activities are frequently planned jointly by various faculty and student members. For a minimal yearly fee, students may also make use of the exercise room located in the Maltz Psychology Building.

### **Therapist Referral List**

A list of local therapists whose services are available to main campus students at reduced rates is kept in the administrative reception area. Inquires from field based students regarding lists of participating therapists in their area will be directed to our program office.

## **Professional Organizations**

Students are urged to join psychological organizations, as soon as possible, so that they will develop professional involvement early in their careers. The American Psychological Association (APA), the American Counseling Association, and the Florida Mental Health Counselors Association or Florida School Counselor Association are the most relevant organizations for Master's students to join. Students should give consideration to becoming members of them prior to joining other organizations.

The APA is the primary organization representing American psychology. It has over 150,000 members and affiliates and a staff of over 400 employees dedicated to the advancement of psychology "as a science, a profession, and a means of promoting human welfare." The APA offers student affiliate memberships at a modest fee.

The FPA is the primary psychological association for the State of Florida. It serves psychology educationally, legislatively, and collegially. Students are encouraged to participate in FPA's meetings and programs.

## State of Florida Licensure for Mental Health Counselors

On January 1, 2001, the State of Florida will enact new legislation (Chapter 491, *Florida Statutes*) that governs licensure requirements for Mental Health Counselors. Students interested in licensure should request in writing a copy of licensure requirements from the:

Department of Health  
Board of Clinical Social Work, Marriage and Family Therapy,  
and Mental Health Counseling  
Medical Quality Assurance  
2020 Capital Circle SE  
Bin # C08  
Tallahassee, Florida 32399-3250  
(850) 488-0595  
Or visit their website at: <http://www.doh.state.fl.us/mqa>

Individual eligibility should be verified periodically through careful review of the state licensure regulations, which are subject to change.

## State of Florida Certification in Guidance and Counseling

For State of Florida certification in Guidance and Counseling (Pre-K through 12), course work in the Master's Program in School Guidance and Counseling is approved by the Florida Department of Education under Plan 2, Rule 6A-4.0181, *Florida Statutes* (course by course basis). Students are responsible for verifying requirements for certification in guidance and counseling with their local school board certification office or with the Department of Education. State of Florida approval for certification does not necessarily apply to certification requirements in other states. Certification requirements are subject to change.

## Copyright Regulations

In recent years, several institutions have been cited for copyright law violations. It is important in photocopying and reproducing professional work that copyright laws are respected. Some of the classes of work that are relevant to psychologists and are covered by copyright legislation include:

1. Books, pamphlets, annual publications, etc.;
2. Periodicals including journal articles, newspapers, reviews, newsletters, etc.;
3. Lectures including public addresses, monologues, etc.;
4. Photographs;
5. Motion pictures;
6. News strips, travel films, documentaries, etc.;
7. Sound recordings.

Generally, permission to reproduce these works for educational purposes must be obtained from the person or organization holding the copyright.

You are urged to become familiar with the copyright regulations. Documents entitled *Instructional Implications of New Copyright Law at Nova Southeastern University* and *General Information on Copyright* pertain to the copyright issue and can be obtained through the Office of the Dean.

## Manuscript Style

Students in the Master's Programs in Mental Health Counseling and School Guidance and Counseling will, on occasion, be required to write papers as a part of the degree requirements. All papers should be written according to the rules developed by the American Psychological Association (APA). The rules cover many aspects of writing style including manuscript organization, grammar and punctuation, typing format, reference citations, table and figure preparation, and statistical presentations.

All students should purchase or refer to the latest edition of the *Publication Manual of the American Psychological Association* early in their training experience. Copies may be ordered from:

Publication Sales  
American Psychological Association  
750 First Street, N.E.  
Washington, D.C. 20002-4242

Copies may also be available from Nova Books (954-262-4750 or 800-509-2665).

## Protection of Human Subjects in Research

Any research that involves human subjects conducted by NSU faculty, staff, or students, whether funded or unfunded must be submitted to CPS representative for decision about possible IRB review.

### Procedures for both Funded and Unfunded Research

The principal investigator will be responsible for completing the IRB Submission Form and Protocol for all unfunded research involving human subjects to the IRB member or alternate in CPS. The designated CPS IRB member is responsible for reviewing this documentation for completeness and determining if the research warrants review by the IRB. Research that is regarded as not having potential risk to subjects will be exempted from review by the IRB following review by the CPS IRB member/alternate.

If the IRB member/alternate determines that the proposed research poses potential risk to subjects the principal investigator will be directed to submit one copy of the Submission Form and 22 copies of the protocol, including all consent forms and research instruments to be used in the study to the Office of Grants and Contracts. The CPS IRB representative informs the Grants and Contracts office that an applicant is sending a protocol. Upon receipt of all required paperwork, the Office of Grants and Contracts will assign a protocol number and forward all copies to the IRB members. The IRB Chair or the Chair's designees, in consultation with the Office of Grants and Contracts will determine if the research can be reviewed through expedited review. After IRB review the Office of Grants and Contracts will notify the principal investigator of any changes that must be made and about decisions of approval or disapproval.

Remember that all research including that done with clinic clients, students, or volunteers must be submitted to the Center for Psychological Studies IRB representative. Policies and procedure can be accessed at the IRB Web site <http://www.nova.edu/cwis/ogc/irb.html>.

## **Students with Disabilities**

Nova Southeastern University's Center for Psychological Studies complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and related Florida Statutes. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reasons of his or her disability.

Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

Student requests for accommodation will be considered on an individual basis in accordance with the following procedures:

1. Each student with a disability should discuss his or her needs with the disability service representative in his or her academic center prior to the commencement of classes. The student will be provided with written procedures to follow.
2. After meeting with the center disability service representative, the student will submit a written request specifying accommodations, needed, along with the requested documentation supporting the request. Documentation may include, but not be limited to, recent medical, psychological or educational assessment data administered and evaluated by a qualified professional.
3. The request will be reviewed by the disability service representative, in consultation with the Vice President for Student Affairs and appropriate program administrator. The student and program office will be provided with written notification of the outcome. The program office will facilitate communication with appropriate faculty members.
4. If the accommodations granted are acceptable to the student, a written record of the agreed upon accommodations will be prepared for signature by the student.
5. At any time, should the nature of an individual's disability change, additional accommodations may be afforded the student following the review procedure listed above.
6. If the student disagrees with the accommodation(s) proposed by the disability service representative, he or she may appeal to the Dean or his or her designee in writing within five (5) days of receiving the notice of accommodation decision. The appeal should contain a concise statement about the basis of the appeal, along with any written documentation of relevant facts or compelling, supporting evidence. The dean or designee will review facts pertaining to the appeal and may, at his discretion, request written documentation or interviews from the student or any other pertinent party. The appeal review will commence within 10 working days of receipt of the appeal.



Each qualified individual with a disability who meets the academic and technical standards required to enroll Master's students with any special needs should contact Joyce H. Silverman, M.S., (954)262-5780.

## **Student Facilities/Resources**

### **Textbooks**

Main campus students may purchase textbooks at Nova Books, Inc., 3301 College Avenue, Fort Lauderdale, Florida 33314, (954)262-4750/800-509-2665. Students must insure that books are purchased at the time of registration, approximately one month before the first weekend.

### **Main Campus Mailboxes and Notice Boards**

All main campus students are assigned personal mailboxes. These mailboxes provide for communication between the center and students. Therefore, it is imperative that students check their mailboxes routinely. Students should have regular mail sent to their home addresses.

Notice boards are located in various locations in the Maltz Psychology Building. These boards are a valuable source of information regarding class schedules, typing services, student meetings, dissertation proposal and final research defense meetings, CCE's, continuing education seminars, apartments for rent, etc.

### **Main Campus Student Carrels**

A small number of student carrels are available on the second floor of the Maltz Psychology Building.

### **Typing and Supplies**

The center does not provide secretarial support of clerical supplies to students. In unusual circumstances in which such typing might be justified (e.g., manuscripts for publication, professional presentations, etc.), the students should request support through the Office of the Dean. However, computers with wordprocessing capabilities and laser and color printers are available for students in the MicroLab.

### **Field-Based Site Facility Regulations**

Field-based facilities are contracted for by the Center for Psychological Studies. Nova Southeastern University students and faculty are guests of the facility. As guests, students are required to adhere to the following rules and regulations as specified in our contract:

1. There will be **no** eating of any food or snacks nor drinking of any beverage in the classroom. Please restrict eating and drinking to designated areas at the facility.
2. All trash is to be deposited in appropriate receptacles.
3. Classrooms are to be left as they were found with chairs and tables in place and blackboards erased.
4. Park in designated areas **only**. Failure to do so may result in the towing and/or fining of your vehicle.



5. Smoking is **not** allowed in any classroom or building. Please restrict smoking to designated areas outside of the building and dispose of cigarettes in proper receptacles.
6. In case of emergencies at the facility (i.e., air-conditioning breakdown, plumbing problems) contact the instructor who will notify the site coordinator and/or on-site staff.
7. In case of medical or fire emergencies, locate the nearest phone and dial 911 for assistance, or call the designated on-site security guard.

Failure of a student to abide by the on-site regulations could result in a student's withdrawal from the program at that site.

### **Field-Based Programs Important Telephone Numbers**

<b>Main Campus Master's Programs Office</b>	954-262-5780
Office hours are:	Monday - Thursday
	8:30am - 7:30pm
	Friday
	8:30am - 5:00pm

#### **Site Coordinators**

Clearwater	Kate Davids, Psy.D.	(H) 813-265-0221
Gainesville	Cynthia Lasley, M.S.	(H) 352-376-0270
Jacksonville	Irene Toto, M.S.	(W) 904-276-4911
		(H) 904-387-5000
Melbourne	Susan Kiley, M.S.	(H) 407-724-4969
Miami	Kathy Johnson, M.S.	(W) 305-412-0087
Ocala	Wesley Burton	(W) 352-629-8711
(S.G. & C.)		(H) 352-629-7840
Orlando	Jude Porter, M.S.	(W) 407-245-0758 x107
		(H) 407-332-7091
Palm Beach	Mary Mook, M.S.	(W) 561-833-4729
Tampa	Barbara Anderson, M.S.	(H) 813-968-2455

#### **Practicum Coordinators**

Clearwater & Tampa	Carmine Pecoraro, MSCAP	(W) 727-419-0303
Miami & Palm Beach	Carol Forrey, M.S.	(W) 561-243-8856
		(H) 954-441-1548
Gainesville	W.J. Tootie Richey, LCSW	(H) 352-332-0561
Jacksonville	Joan Hubbard, M.A.	(W) 904-346-5441
		(H) 904-733-5497
Melbourne	Susan N. Kiley, M.S.	(H) 407-724-4969
Ocala	Matthew P. Lane, Ed.S.	(W) 352-694-0017
(S.G. & C.)		
Orlando	Jude Porter, M.S.	(W) 407-245-0758 x107
		(H) 407-332-7091

## **Financial Aid**

Nova Southeastern University's Office of Student Financial Planning administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Participants interested in receiving a financial aid packet should contact the Office of Student Financial Planning at 954-262-3380 or toll free 800-522-3243.

### **When to Apply for Financial Aid**

It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes six to eight weeks and sometimes as many as 12 weeks. It is extremely important that participants complete all forms correctly and that they respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 2000, for the 1999-2000 academic year. Applications received after that date will be considered on a funds-available basis only. Participants requesting financial aid for the Summer term must complete a separate summer aid application that is generally available after January.

To improve telephone service to financial aid applicants, NSU's Office of Student Financial Planning has a telephone voice response system. The Automated Telephone Counseling (ATC) System helps participants access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or an application status can be checked (including loan disbursement information) simply by entering in your social security number and four digit PIN number (your birth month and year). The ATC is available 24 hours a day, seven days a week, and file information is updated daily. The ATC may be accessed locally at 954-262-3380 or toll free 800-522-3243.

### **General Eligibility Requirements**

In order to participate in the financial aid programs, a participant generally must:

1. Be a U.S. citizen, permanent resident, or in the United States for other than temporary purpose and be able to provide proof of such;
2. Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University;
3. Be making satisfactory progress in his or her course of study;
4. Not be in default of or owe a refund for any financial aid received previously;
5. Sign a Statement of Educational Certification; and
6. Be registered with Selective Service if required to do so by federal law.

## **Student Aid Programs**

The following is a list of the student aid programs available at Nova Southeastern University:

**Seminole and Miccosukee Indian Scholarships.** Grants of up to \$2000 per year are available to qualified members of the Seminole or Miccosukee Indian tribes. Applications are available from the higher education committee of either tribe.

**Federal Stafford Loan.** The Federal Subsidized/Unsubsidized Stafford Student Loan program provides low-interest, long-term educational loans through participating banks, credit unions, and other financial institutions. The interest rate is variable, not to exceed 8.25%. Graduate students are eligible to borrow up to \$18,500 per year (effective October, 1993). Repayment begins 6 months after the student leaves school or drops below half-time.

**The Federal Perkins Loan.** The Perkins loan program offers long-term educational loans to students enrolled at least half-time. Eligibility is based on financial need. Repayment begins 9 months after the student leaves school or drops below half-time.

A limited number of on-campus graduate assistantships will be available in Residential Life and Student Life for the 1999-2000 academic year. These assistantships include housing, meal plan, a partial tuition waiver (\$7-8000) and monthly stipend of \$450-\$500. Assistantships are open until filled. To apply and receive priority consideration, send a letter of interest and resume :

Nova Southeastern University  
Office of Residential Life  
3301 College Avenue  
Ft. Lauderdale, FL 33314  
ATTN: Tammy Pappacoda

**Federal Work Study.** Part-time jobs in the work study program on campus are available for students demonstrating need. Generally, students work 10-20 hours per week. Federal work study awards are based on financial need.

**Student Employment.** Part-time employment is available in many departments on campus. Several positions are open to students regardless of financial need.

## **Emergency Loan Funds**

The center maintains an emergency loan fund for students with short-term financial emergencies. Loans are limited to a maximum of \$500 and must be repaid within 90 days. For information contact the Office of the Dean.

## **CPS Student Employment**

Graduate assistant positions are available within the Center for Psychological Studies or clinics affiliated with Nova Southeastern University. These positions are generally awarded on a competitive basis and usually require a 10-20 hour-per-week time commitment.

## **Policy on Outside Employment**

Work outside the university is completely independent of the university and the center's financial support program and control. Students accepting jobs of a psychological nature have an obligation to ensure that they do not violate professional ethics, licensing standards, or laws.

The independent practice of psychology by students in the program is not permitted (refer to the APA's *Standards for Providers of Psychological Services*).

## **Safety, Security Information**

### **Main Campus**

It is the policy of Nova Southeastern University that all students and employees of Nova Southeastern campuses are to report all criminal acts and safety hazards or occurrences known to them. The proper reporting procedure for everyone, in the event of any concern, is to contact the Nova Southeastern University Department of Public Safety at (954)262-8981. NOVALERT is available 24 hours a day by calling (954)262-8999. In the event of an immediate threat, danger, injury, or criminal occurrence, the occupant is advised to call the local police/fire/emergency medical service in his or her jurisdiction. Usually, these emergency services can be contacted from any telephone by dialing 911 or the local police/fire emergency numbers. In all instances of criminal occurrence, loss of property, assault, threat, injury, or attempted crime, the Nova Southeastern Public Safety Department must be contacted as soon as possible. Public Safety helps to facilitate proper reporting and resource utilization and to record the occurrence for further study and preventive action.

### **Field-Based**

The site coordinators are familiar with local emergency phone numbers (i.e., police and hospital) which are available to faculty and students. In case of an emergency the site coordinator is available to the instructor and students during each weekend of class.

## **Hurricane Information**

### **Hurricane Watches and Warnings**

A hurricane watch is a governmental agency announcement issued for an area when there is a threat of hurricane conditions, generally to strike within 36 hours. A hurricane warning is an announcement issued for an area when hurricane conditions are expected to strike within 24 hours.

When a hurricane warning is received, all protective preparations should be made, with the expectation that the hurricane will strike. Nova Southeastern University provides a 24 hour “**HURRICANE HOTLINE**” for this type of emergency.

The **HOT LINE** number is **(954)262-7300**.

### **Main Campus**

Local hurricane shelter information can be obtained through county governmental information telephone numbers. For Broward County shelter information, contact **NSU Public Safety** at **(954)262-8981**.

**Hurricane Watch.** In the event of a hurricane watch, the University president will confer with members of NSU administrative staff in preparation for hurricane protection activity. Members of the university community may begin plans for evacuating the campus and preparing facilities and equipment for hurricane protection.

**Hurricane Warning - University Closing.** If a hurricane warning is issued, the university president will decide if the university will be evacuated. If the president orders the closing of the university, the appropriate directives will be relayed by the vice presidents to their areas of responsibility. NSU Office of Public Affairs will contact major news organizations for immediate broadcast notification.

**Reopening Information.** University staff and students should tune into radio and television stations for a status report as to when the university will reopen. Keep a **portable radio** and plenty of batteries.

#### **Radio Stations**

WNSU	FM	92.9
WIOD	AM	610
WINZ	AM	940
WFTL	AM	1400
WHYI	FM	100.7
WBGG	FM	105.9
WRMA	FM	106.7

#### **Television Stations**

WFOR	CHANNEL 4
WTVJ	CHANNEL 6
WSVN	CHANNEL 7
WPLG	CHANNEL 10
WLTV	CHANNEL 23
WYHS	CHANNEL 69

#### **Reopening Confirmation**

For reopening information please call the **NSU Hurricane Hotline** at **(954)262-7300**.

### **Field-Based**

If a hurricane warning is issued in the area where a field-based site is located, classes will be canceled.

# VI. Center for Psychological Studies Organization

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## Center Administration

Ronald F. Levant, Ed.D., ABPP	Dean
A. Eugene Shapiro, Ph.D., ABPP	Associate Dean
Karen S. Grosby, M.Ed.	Associate Dean
Bernard Eingold, Ph.D.	Interim Director of Academic Affairs
Stephen Campbell, Ph.D.	Director of Community Mental Health Center
Alan D. Katell, Ph.D.	Director of Clinical Training
To be announced	Director of Finance
Maria Pinto, M.Ed.	Director of Employee Services
Diane Karol	Center Administrator

## Master's Program Administration

Karen S. Grosby, M.Ed	Associate Dean
Joyce H. Silverman, M.S.	Program Administrator
Gloria Reasons, M.S.	Program Administrator
Michael Mattox, M.S.	Program Coordinator
Alan D. Katell, Ph.D.	Director of Clinical Training
William I. Dorfman, Ph.D., ABPP	Associate Director of Clinical Training
Donna Schwartz	Operations Manager
Suzanne O'Sullivan, B.A.	Administrative Assistant

## **Field-Based Master's Program Site Coordinators**

Clearwater	Kate Davids, Psy.D.
Gainesville	Cynthia Lasley, M.S.
Jacksonville	Irene Toto, M.S.
Melbourne	Susan Kiley, M.S.
Miami	Kathy Johnson, M.S.
Ocala	Wesley Burton
Orlando	Jude Porter, M.S.
Palm Beach	Mary Mook, M.S.
Tampa	Barbara Anderson, M.S.

## **Master's Practicum Coordinators**

Main Campus	William I. Dorfman, Ph.D., ABPP, Associate Director of Clinical Training
Clearwater and Tampa	Carmine Pecoraro, M.S.C.A.P.
Miami & Palm Beach	Carol Forrey, M.S.
Gainesville	Tootie Richey, M.S.
Jacksonville	Joan Hubbard, M.A.
Melbourne	Susan Kiley, M.S.
Ocala	Matthew P. Lane, Ed.S.
Orlando	Jude Porter, M.S.



# Faculty Professional Interests

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## Full-Time Faculty 1999-2000

**Nathan H. Azrin, Ph.D., ABPP**, Harvard University, Professor. Conduct disorder; oppositional defiant disorder (ODD); youth; drug addiction; behavior therapy; depression; marital and couple counseling; muscular tics; self-injurious behavior; vocational counseling and placement; alcoholism; retardation; rehabilitation of the brain injured; insomnia.

**W. Joseph Burns, Ph.D., ABPP**, University of North Dakota, Professor. Lifespan developmental neuropsychology; developmental neuropsychology; neuropsychological effects of toxins, infections, and head injury in children; neuropsychiatric disorders in the elderly; pediatric neurorehabilitation.

**Frank A. De Piano, Ph.D.**, University of South Carolina, Professor, Joint Appointment with Health Professions Division. Hypnosis; neuropsychology; community psychology; health and medicine; development of models for professional training of psychologists.

**William Dorfman, Ph.D., ABPP**, Ohio State University, Professor. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; psychodiagnosis; objective personality measurement with the MMPI-2 and MMPI-A; role of families and primary caretakers in the treatment and rehabilitation of the chronically and severely mentally ill.

**Bernard Eingold, Ph.D.**, University of Florida, Professor. Individual psychotherapy; marital and couple therapy; psychodiagnosis.

**Jan Faust, Ph.D.**, University of Georgia, Professor. Child-clinical and pediatric psychology: child abuse (sexual and physical) and neglect; child treatment outcome research; PTSD in children and adolescents; child adjustment to acute and chronic medical conditions; lifespan psychosis.

**Ana Imia Fins, Ph.D.**, University of Miami, Assistant Professor. Health psychology; sleep medicine; insomnia; chronic fatigue syndrome; posttraumatic stress disorder; periodic limb movement disorder.

**Steven N. Gold, Ph.D.**, Michigan State University, Professor. Adult survivors of childhood sexual abuse; dissociative disorders; psychological trauma and posttraumatic stress disorder; sexual addiction; doctoral level clinical training; hypnotherapy; interpersonal, family, and systems theory and intervention; psychotherapy case conceptualization and treatment planning.

**Charles Golden, Ph.D., ABPP/ABCN**, University of Hawaii, Professor. Neuropsychology of head injury, stroke, and multiple sclerosis; neuropsychological and personality assessment; rehabilitation and community reintegration following brain injury; neuropsychology in childhood and in school settings; learning disabilities; hyperactivity; general assessment.

**Philinda Hutchings, Ph.D., ABPP**, University of Kansas, Professor. Sexual assault and post-traumatic stress disorder; depression; major and chronic psychiatric disorders; psychodiagnostic assessment; individual and group psychotherapy.

**Alan D. Katell, Ph.D.**, West Virginia University, Professor. Assessment and treatment of eating disorders; psychological factors in cardiac rehabilitation; exercise promotion and maintenance; health psychology; coping with chronic illnesses and other physical challenges.

**William Kelleher, Ph.D.**, University of Georgia, Associate Professor. Cognitive behavior therapy; behavioral health psychology; chronic pain/illness management; geropsychology; psychoeducational intervention approaches; biofeedback; stress management; weight control; treatment and assessment.

**Stacey Lambert, Psy.D.**, Nova Southeastern University, Assistant Professor. Community mental health; schizophrenia; the impact of social factors on serious mental illness; recovery; empowerment; psychosocial rehabilitation for people with serious psychiatric disabilities; behavior therapy.

**Robert Lane, Ph.D., ABPP**, New York University, Resident Psychoanalytic Scholar. Psychopathology; diagnosis; difficult patients; psychoanalysis; psychotherapy; and supervision.

**Cynthia Last, Ph.D.**, State University of New York at Albany, Professor, Joint Appointment with Health Professions Division. Anxiety disorders; child psychopathology; DSM diagnosis; behavior therapy.

**Ronald F. Levant, Ed.D., ABPP**, Harvard University, Professor. Clinical psychology; family psychology; the new psychology of men; men's changing family and work roles; redesigning psychotherapy for men; advancing professional psychology.

**John E. Lewis, Ph.D.**, Syracuse University, Associate Professor. Intercultural psychotherapy and assessment; counseling and psychotherapy with prison populations; educational and vocational assessment and counseling; school psychology; international perspectives.

**Wiley Mittenberg, Ph.D., ABPP/ABCN**, Chicago Medical School, Professor. Neuropsychology of head injury in adults and children; malingering; forensic neuropsychology; neuropsychology of cortical and subcortical dementias; professional issues in clinical neuropsychology.

**Doil D. Montgomery, Ph.D.**, West Virginia University, Professor. Clinical health psychology; applied psychophysiology; clinical applications of biofeedback; psychological intervention; self-regulation of dysfunctional physiological systems; professional development of biofeedback therapists.

**Timothy R. Moragne, Psy.D.**, Wright State University, Associate Professor. Minority issues; health psychology; community psychology; human sexuality; psychological aspects of AIDS; AIDS and minorities.

**Helen Orvaschel, Ph.D.**, New School for Social Research, Professor. Mood disorders; genetic contributions to psychopathology; risk factors for child psychiatric disorders; psychiatric epidemiology; differential diagnostic assessment of child and adolescent psychopathology.

**Bady Quintar, Ph.D., ABPP**, University of Kentucky, Professor. Projective techniques; psychoanalytic psychotherapy; ego psychology; postdoctoral training.

**Ronald J. Samuda, Ph.D.**, Ottawa University, Professor (Part-year). Psychological assessment of ethnic minorities; cross-cultural counseling and psychotherapy; psychodiagnosis; vocational guidance and career development; nontraditional and dynamic methods for the assessment of culturally different clients.

**Barry A. Schneider, Ph.D.**, Columbia University, Professor. Psychodiagnosis and personality evaluation; integrated psychotherapy; medical psychotherapy; rare neurological disorders.

**Alfred H. Sellers, Ph.D.**, Nova Southeastern University, Assistant Professor. Applied statistics; research design and consultation.

**A. Eugene Shapiro, Ph.D., ABPP**, New York University, Professor. Psychodynamic psychotherapy; health services delivery systems; third-party reimbursement for mental health services; communicative processes in psychotherapy; professional issues.

**Edward R. Simco, Ph.D.**, Nova Southeastern University, Professor. Applied and computational statistics; research design and evaluation; cluster analysis; psychometrics.

**Linda C. Sobell, Ph.D., ABPP**, University of California, Irvine, Professor. Alcohol, tobacco, and other drug use disorders; cognitive-behavior therapy; research dissemination; assessment and treatment evaluation; natural recovery; motivational interventions; professional issues.

**Mark B. Sobell, Ph.D., ABPP**, University of California at Riverside, Professor. Substance use disorders, especially alcohol use disorders; behavior therapy; motivational interventions; treatment outcome evaluation; public health approach; processes of persuasion and behavior change; philosophy of science.

**Vincent B. Van Hasselt, Ph.D.**, University of Pittsburgh, Professor. Interpersonal violence; police psychology; criminal investigative analysis (psychological profiling) and apprehension; interviewing and interrogation techniques; cognitive behavioral interventions with juvenile offenders; behavioral criminology.

**Lenore Walker, Ed.D., ABPP**, Rutgers, The State University of New Jersey, Professor. Forensic psychology; expert witness testimony; battered women syndrome; violence against women; family and interpersonal violence; sexual harassment; impact of trauma; posttraumatic stress disorder; feminist theory.

## Professors Emeriti

**Leo J. Reyna, Ph.D.**, University of Iowa. Behavior analysis, therapy and theory; social skills training; anxiety, depression, and anger management; research on common factors in therapy, e.g., “trust,” “hope,” “warmth,” “empathy,” and other relationship issues; the role of verbal events in therapy and theory; research on iatrogenic vs. motivational features in maintaining client involvement in therapy.

**Robert Weitz, Ph.D., Psy.D., ABPP**, New York University. Hypnotherapy with psychophysiological disorders, anxiety, and phobic states; development of professional education for practicing health psychologists.

## Full-Time Faculty From Other NSU Centers

**Stan Cohen, Ed.D.**, Temple University. Medical ethics, adolescent, midlife, and right to life issues; stress and pain management; personality assessment; learning assessment and modalities; hypnotic regression; post-op recovery.

**Tracy Humphries, Ph.D.** University of Utah. Developmental psychology; children’s peer relationships; atypical social development; social competence in children; interpersonal problem solving; pivotal response training.

**John Malouff, Ph.D.**, Arizona State University, **J.D.**, University of Colorado. Scale development and validation; shyness; health-related behavior; law and psychology.

**Jose A. Rey, Pharm.D., BCPP**, University of Florida. Associate Professor. Psychopharmacology, pharmacoeconomics, pain management.

## Visiting Professors

**Sarah Valley-Gray, Psy.D.**, Nova University. Neuropsychological, psychological and psychoeducational assessment; pediatric neuropsychological disorders; psychological services within the schools; infancy and child development.

## Part-Time Core Faculty

**Fran Fassman, Psy.D.**, Nova University. Existential/humanistic psychotherapy; individual, group, marital and family; women in transition; alternative lifestyles; early development; supervision and training; program consultation and design; anxiety disorders.

**Mitchell Gordon, Ph.D.**, University of Mississippi. Family marital therapy; group psychotherapy; child and adolescent therapy, dually diagnosed (emotionally disturbed/mentally handicapped); relaxation training; assertiveness training; treatment program design and implementation; staff development; psychological assessment.

**Barry L. Hensel, Ph.D.** University of Toledo. Affective disorders; childhood psychopathology; program evaluation; mental health administration; psychotherapy; psychological testing; ethics.

**Richard Levine, Ph.D.**, Northwestern University. Individual and family therapy; children of divorce; cross-cultural issues; ethics.

**Eugene May, Ph.D.**, University of Illinois. Humanistic and existential psychology, individual and group psychotherapy, psychology in fiction, diversity issues, therapy relationship, and posttraumatic stress disorder.

**Ana Martinez, Psy.D.**, Nova Southeastern University. Cognitive-behavioral therapy; child, adolescent, adult, and family therapy; specialty anxiety disorders, cross-cultural issues.

**Diann Dee Michael, Ph.D.**, University of Akron. Life span developmental psychology; humanistic developmental theory and parenting; managed mental health; brief psychotherapy; neuropsychology; general therapy on outpatient basis.

**Veronica Salcedo, Psy.D.**, Baylor University, Waco, TX. Licensed Psychologist. Individual psychotherapy for adult population; group psychotherapy for geriatric population; child psychological/psychoeducational evaluations.

**Isabel Streisand, Ph.D.**, Nova University. Interpersonal/humanistic psychotherapy for adults; couples and family counseling; group therapy for therapists; group therapy for couples; women's issues groups.

## Adjunct Faculty

**Betty Badger, Ed.D.**, Nova University. Depression and anxiety conditions of adults; marital, couple, and family counseling; short-term crisis counseling; assessment and treatment for depressions of older adults; confidence building therapies for women; mental health information and education for community groups.

**Sandy Bernstein, Ph.D.** University of Georgia. Depression, family and marital therapy; anxiety disorders; co-dependence issues; forensic psychology and psychological evaluation.

**Stephen I. Bloomfield, Ed.D.** University of Massachusetts. Psychological, personality, neuropsychology, forensic, custody, parenting and family assessment and evaluation; trauma treatment and assessment; chemical dependency/addictions; oppression as a contributing factor to psychological distress.

**Alan L. Braunstein, Ph.D.** University of Miami. Private practice - adolescents, children, men's issues & rehabilitation psychology; teaching and consulting.

**Arthur Cox, DSW.** Columbia University. Community mental health; mental health policy and programming; mental health evaluation; mental health practice with persons with co-occurring mental and substance use disorders; mental health administration.

**John A. Crocitto, Ed.D.** George Washington University. Career assessment and counseling; college placement; counseling theory; consulting and life span human development.

**Donna F. Davies, Psy.D.** Nova University. Children; adolescents; abuse and abuse related issues; parenting and relationship issues.

**William L. Day, Ph.D.** Florida State University. Mood disorders; infertility, stress & use of assisted reproduction; private practice administration; organizational development/consultation; marital therapy; training & supervision; biological basis of emotional behavior/psychopharmacology.

**Karen Estill, Ph.D.** Nova University. Traumatic brain injuries; behavioral medicine issues; chronic pain; individual, group, and family therapy; psychological and neuropsychological assessments; cognitive retraining; subspecialty; children; autism; mental retardation; staff training.

**Sarajo Bunny Falk, Psy.D.** Nova Southeastern University. Cognitive/behavioral medicine issues; chronic pain; individual, group, and family therapy; psychological and neuropsychological assessments; cognitive retraining; subspecialty; children; autism; mental retardation; staff training.

**Scott Simon Fehr, Ph.D.,** Nova University. Group and individual psychotherapy; marriage counseling, corporate consultation and expert witness testimony.

**Carlton Gass, Ph.D.,** University of Louisville. Adult psychopathology, psychotherapy, neuropsychology.

**Douglas P. Gibson, Psy.D.** Nova Southeastern University. Rehabilitation psychology; consultation-liaison; chronic pain management; clinical neuropsychology; medical family therapy.

**Jessica Gurvit, Psy.D.** Nova Southeastern University. Private practice. Children, adults and seniors; individual, couples, family and group psychotherapy; grief work; prevention programs for children with unresolved grief.

**Bruce A. Hartley, Ph.D.** University of Florida. Etiology of adolescent suicide and crisis intervention techniques, including lethality assessment strategies in school settings; neuropsychological assessment of learning disabilities in children and adults; treatment strategies for adolescent drug abuse including "crack" cocaine (outpatient follow-up in school settings); cognitive-behavioral psychotherapeutic strategies for treatment of depression in gerontologic patients (outpatient).

**James J. Kaikobad, Psy.D.,** Nova University. Individual, group and family therapy; neuropsychology; rehabilitation psychology; behavioral medicine; biofeedback; forensic neuropsychology.

**Kathryn Kominars, Ph.D.** Temple University. Substance abuse prevention and treatment; cultural diversity and cross-cultural counseling; group counseling; personality theories; and assessment and consultation.



**Tom Mabee, Ph.D.** Florida State University. Systems issues; depression; phobias; obsession-compulsion; alcoholism; outcome studies; development of client self-help aids.

**Fran Mabee, Ph.D.** Florida State University. Counseling psychology and school psychology; individual, couple, family, group therapy; parenting, child/adolescent psychology; women's issues; psychological evaluation; psycho-educational interventions; crisis counseling; suicide assessment and prevention; professional training and supervision.

**Sally Maxwell, Ph.D.,** Boston College. Biopsychosocial effects of learning style, language development and information processing upon personality development; eclectic therapies for special populations; individual, family, and group psychotherapy; school adjustment counseling and school phobia; psychological and psychoeducational assessment and academic planning; community mental health.

**Mark Middlebrooks, Ph.D.,** Nova University. Behavioral medicine; biofeedback; death and dying; older adults; meditation and transpersonal psychology.

**Scott Reisman, Ph.D.** Nova University. Neuropsychological assessment; Parkinson's disease; head injury; biofeedback; stress management.

**Gerald N. Ross, Ed.D.** University of Georgia. Supervision of practicum students; counseling theories and practice; group theory and practice; adult psychopathology.

**Adam Schulman, Ph.D.** Nova Southeastern University. Individual and group therapy with adults; marital and family therapy; parenting issues.

**Susan Schwartz, Ed.S.** University of Florida. School guidance counseling; individual and classroom behavioral management; school related problems; developmental guidance programs; specific learning disabilities; emotional handicaps; mental retardation; exceptional student identification and educational programming; staff development.

**Stephen M. Stillman, Ph.D.,** Ohio State University. Executive assessment; psychological evaluation; police psychology; career assessment and counseling; executive career development.

**Larry E. Thompson, Ed.D.** West Virginia University. Cognitive-behavioral therapies with phobias; multiple personalities; generalized anxiety and depressive disorders; mental health/substance abuse service delivery.

**George Wallace-Barnhill, Ph.D.,** University of Maryland. Private practice; adults, marital, adults with childhood abuse, PTSD, dissociative disorders, and group therapy.

**Hope Wine, Psy.D.,** Nova University. Private practice; treatment of life cycle issues of lesbians and gay men.

**Natalie Winters, Ed.D.,** Rutgers University. Psychotherapy; teaching; leading workshops and seminars; hosting radio and TV areas; psychodrama; sources of creativity; hypnotherapy; psychology and spirituality; E.M.D.R.; assertiveness training.

**Bonnie Wolf, Psy. D.** Nova University. Private practice; adolescents; adults; mood disorders; relationship issues; gender issues.

## VII. By-Laws of the Student Government Association

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Nova Southeastern University has many different student governments on the campus, including the Center for Psychological Studies' Student Government Association (CPSSGA). The CPSSGA has seven (7) elected officials that represent the student body and regularly present the students' interests to the faculty and administration. These officials, the Executive Board, also appoint student representatives to sit on various faculty committees such as the Clinic Management Committee, the Faculty Search Committee, and the Professional Standings Committee. The CPSSGA is advised by the Dean and is also regularly helped by the administrative staff and faculty.

Each student at the Center for Psychological Studies pays a student activity fee which entitles them to become a member of the CPSSGA and permits them take a part in any/all of their activities. The CPSSGA also hosts a number of social activities throughout the year such as a Florida Panthers Hockey trip, a social at "The Flight Deck" Student Union, and the annual "Spring Formal." The CPSSGA also awards "Travel Scholarships" to selected students who present their research at various conferences across the globe.

The Executive Board meets at least once per month and also holds an open meeting at least once per semester so that the students can voice all of their concerns. We encourage everyone to attend those meetings so your opinions and recommendations can be heard.

Please feel free to contact the CPSSGA if you have any questions or concerns that you may have. The CPSSGA follows guidelines as set down by the Constitution which follows.

### 1999 - 2000 CPSSGA Executive Board

President - Derrick Blanton

Vice President - Joey Ciavarella

Treasurer - Nancy LaMotta

Secretary - Byron Farr

Master's Representative - TBA

Ph.D. Representative - David Sandrow

Psy.D. Representative - Scott Christian

The CPSSGA office is located on the second floor in Room 2056 and the phone number is (954) 262-5909. Website is at: <http://www.nova.edu/cwis/studentlife/cluborg/cpssga>.

## ARTICLE I. TITLE

The following constitutes the Constitution of the Center for Psychological Studies Student Government Association herein referred to as CPSSGA, and may be cited for all such purposes. This Constitution will remain consistent with the Policies and Procedures Handbook(s) of the graduate psychology programs of Nova Southeastern University.

### Section 1. Definitions

In this Constitution, unless otherwise specified:

- A. "Association" means the Center for Psychological Studies Student Government Association (CPSSGA), which includes all officers, student representatives, and student committee members.
- B. "Officer" means a member of the Executive Board of the CPSSGA, which includes the President, Vice President, Treasurer, Secretary, Master's Representative, Ph.D. Representative, and the Psy.D. Representative.
- C. "Student" means any activity-fee-paying, Nova Southeastern University Ph.D., Psy.D., or Master's psychology student currently in good standing with the Center for Psychological Studies.
- D. A student "in good standing" is one:
  - 1. who is enrolled in the main, campus-based doctoral or master's program, and
  - 2. who is not in default of any prescribed obligation to Nova Southeastern University.
- E. "Student body" means all Ph.D., Psy.D., and Master's students of Nova Southeastern University main campus in the graduate programs of the Center for Psychological Studies.
- F. "Student representatives to faculty committees" means a student appointed by the officers of the CPSSGA to represent the student body as a whole on various faculty committees.
- H. "Standing committee" means a group of students formed to address current CPS student issues.
- I. "Elections" means an election of the Executive Board members.
- J. A "Constituent" of the CPSSGA is a student in good standing.

### Section 2. Purposes

The purposes of the CPSSGA are to:

- A. promote the highest standards in the teaching, training, and practice of psychology in order to further the education and development of all students,
- B. represent, as well as facilitate exchange of information and ideas among students, faculty, and administration,
- C. offer a governmental structure that fully represents the student body in all such governing matters, and, through this structure, advocates the concerns of the student body, promotes the objectives of the CPSSGA, and communicates its concerns and actions to the student body,
- D. establish and maintain channels of communication between students, faculty, and administration, and
- E. evaluate the quality and overall effectiveness of CPSSGA and the programs offered by the Center for Psychological Studies.

### Section 3. Uniformity

Subject to other provisions of these bylaws, every activity-fee-paying student has the same rights, privileges, and responsibilities within the CPSSGA.

## ARTICLE II. GOVERNANCE

### Section 1. Executive Board

- A. The general affairs of the CPSSGA shall be managed and supervised by an executive board composed of the officers of the CPSSGA.
- B. The President, Vice President, Treasurer, Secretary, Master's Representative, Ph.D. Representative, and Psy.D. Representatives shall serve with compensation, which will take the form of a tuition waiver in the amount of \$500.00 each per semester, not including the summer sessions. No other CPSSGA representatives or positions shall be funded.
- C. The CPSSGA shall fund its operation from the student activity fees collected from each student at the time of registration.
- D. The CPSSGA reserves the right to raise the student activity fee with the assent of the Dean of the Center for Psychological Studies.
- E. The Executive Board oversees the budget of the CPSSGA.
- F. No one individual shall concurrently hold more than one (1) office in the CPSSGA.
- G. No student shall hold a position as an officer for more than three (3) terms.
- H. If, during the course of their term, the Master's, Ph.D., and/or Psy.D. Representative(s) change(s) their program of study, they are required to relinquish their position and said office(s) becomes vacant.

### Section 2. Officers

The elected officers of the CPSSGA shall be the President, Vice President, Secretary, Treasurer, Master's Representative, Ph.D. Representative, the Psy.D. Representative and together they shall form the Executive Board of the CPSSGA.

#### A. The President:

- 1. shall be the chief officer of the CPSSGA and s/he shall preside over meetings of the Executive Board and the student body,
- 2. shall be the official student representative of the CPSSGA to all University committees and activities;
- 3. shall attend all faculty meetings as chaired by the Dean of the Center of Psychological Studies,
- 4. shall vote in Executive Board meetings only to break a tie;
- 5. shall be an ex officio member of all Executive Board committees;
- 6. shall form committees of the Executive Board as the need arises;
- 7. shall meet regularly with the Dean of the Center for Psychological Studies in order to exchange ideas and facilitate communication with the administration.

#### B. The Vice President:

- 1. shall assume the duties of the president in his/her absence and shall become the president in the event of such vacancy,
- 2. shall coordinate all annual election proceedings,
- 3. shall attend all faculty meetings as chaired by the Dean of the Center of Psychological Studies,
- 4. shall attend and be a voting member of all Executive Board meetings,
- 5. shall perform other duties as may be prescribed by the President.

#### C. The Treasurer:

- 1. shall be responsible for collection, accounting, and distribution of all CPSSGA funds,
- 2. shall endorse all approved expenditures of the CPSSGA,

3. shall attend and be a voting member of all Executive Board meetings, be responsible for the preparation and presentation of the CPSSGA yearly budget,
4. shall post an annual summary of budget expenditures on the CPSSGA bulletin board at the conclusion of the academic year,
5. shall perform other duties as may be prescribed by the President.

D. The Secretary:

1. shall be responsible for all official correspondence between CPSSGA and all other outside parties,
2. shall record the minutes of all Executive Board meetings,
3. shall attend and be a voting member of all Executive Board meetings,
4. shall be responsible for creating and distributing the annual CPSSGA newsletter with the help of the CPSSGA Executive Board,
5. shall perform other duties as may be prescribed by the President.

E. Master's Representative:

1. shall be and maintain communication between the Master's students and the CPSSGA,
2. shall chair a monthly Master's committee meeting to ascertain the opinions and needs of the Master's students,
3. shall attend and be a voting member of all Executive Board meetings,
4. shall perform other duties as may be prescribed by the President.

F. The Ph.D. Representative:

1. shall be and maintain communication between the Ph.D. students and the CPSSGA,
2. shall chair a monthly Ph.D. committee meeting to ascertain the opinions and needs of the Ph.D. students,
3. shall attend and be a voting member of all Executive Board meetings,
4. shall perform other duties as may be prescribed by the President.

G. The Psy.D. Representative:

1. shall be and maintain communication between the Psy.D. students and the CPSSGA,
2. shall chair a monthly Psy.D. committee meeting to ascertain the opinions and needs of the Psy.D. students,
3. shall attend and be a voting member of all Executive Board meetings,
4. shall perform other duties as may be prescribed by the President.

### **Section 3. Executive Board Meetings**

- A. The Executive Board shall meet at least once a month, at a mutually agreeable time and place.
- B. The Executive Board may perform the functions that are assigned to it by this Constitution and may take action upon any matter that warrants attention.
- C. A simple majority of officers constitutes a quorum to transact any business.
- D. Every question which properly comes before the Executive Board may be decided by a simple majority with the President voting only in the case of a tie.
- E. A copy of the minutes of every Executive Board meeting shall be posted within one week of the approval of said minutes.
- F. No Executive Board meeting shall be convened or recognized as being convened unless the President is present, or, in the absence of the President, the Vice President is present. Any meeting convened without the presence of either the President or Vice President will be considered invalid. Any and all CPSSGA business conducted in said meeting will be considered null and void.



#### **Section 4. Committees**

- A. The Executive Board may establish, dissolve, and give direction to such committees as it considers expedient.
- B. A committee may not perform any function of the Executive Board, but subject to the directions of the Executive Board, may give advice and make recommendations to the Executive Board without limitations.

#### **Section 5. Faculty Committees**

- A. The Executive Board shall approve and/or appoint members of the student body, for one year, to represent students on issues that are relevant to the business of various faculty committees, as needed.
- B. The student representatives shall be required to attend open CPSSGA meetings that will be convened at least once every semester by the officers.
- C. CPSSGA officers will share responsibility for coordinating the activities for students participating on committees.
- D. Any student representative deemed by the officers not to fulfill their responsibilities shall be dismissed from their respective position.

#### **Section 6. Advisor**

The Dean of the Center for Psychological Studies, and/or his or her designee(s), will serve as the official advisor(s) to the CPSSGA.

### **ARTICLE III. ELECTIONS**

#### **Section 1. Election Procedures**

- A. The Vice President shall administer the process of nomination and elections.
- B. For every election, the officers shall send to every student an announcement of the election and a "Call for Nominations" of candidates no later than the first school day of the first week of October.
- C. Students in good standing may nominate themselves or any other student. One nomination shall warrant inclusion on the final ballot.
- D. One week after the "Call for Nominations," the officers shall close the nominations and shall prepare a ballot, including the names of the candidates, for the final election.
- E. The ballot shall also contain a list of current issues of interest to students and will ask the latter opinions regarding those issues.
- F. Officers, in the presence of a CPS administrative staff member, will tabulate the ballots and post the results within one week.
- G. When two or more candidates receive the same number of votes, the President will decide between the candidates.
- H. When there is only one validly nominated candidate for an office, the President shall declare that candidate elected by acclamation.
- I. The Officers will retire from their office after the induction of the newly elected officers by the end of the second week of October.

- J. If an Executive position receives no nominations during the nominating period, the newly elected President, or, in the absence of a newly elected President, the newly elected Vice President, shall appoint students to these positions after taking office.

## **Section 2. Candidate Eligibility**

- A. Only activity-fee-paying students in good standing, currently enrolled at Nova Southeastern University's main campus may run for election.
- B. A student running for the position of Master's, Ph.D., or Psy.D. Representative must be a student currently enrolled in that particular program.

## **Section 3. Voting Eligibility**

A student who is in good standing is qualified to vote in any election for officers.

# **ARTICLE IV. VACANCIES**

## **Section 1. Resignations**

- A. An officer may resign from the Executive Board by delivering a written resignation to the President, or if the resigning officer is the President, then the President shall submit the resignation to the Vice President. Then that office is thereupon deemed vacant.
- B. Any officer resigning or removed from office for any reason will refund, in full, the entire tuition waiver amount of that office for the semester in which the resignation or removal took place to the treasurer, within one month of said resignation or removal. Failure to do so will result in a charge for the amount of the tuition waiver being placed on the student's financial account at Nova Southeastern University.

## **Section 2. Removal**

- A. An officer may be removed from office before his or her term would have otherwise have expired by a 2/3 majority of votes cast at an Executive meeting; or at an open CPSSGA meeting; or by the student body in the form of a petition; and at least one of the following conditions must be met before said removal can take place:
  - 1. Appropriate grounds leading to the termination of that office due to the absence from more than (3) three Executive Board meetings within a Semester will cite that officer for removal, and that office becomes vacant upon said removal;  
or
  - 2. Appropriate grounds leading to the termination of that office due to a blatant disregard of one or more of the provisions of this Constitution, or of a blatant disregard for said office characterized by a lack of "good faith" effort to carry out the necessary and appropriate duties and responsibilities of said office, will cite that officer for removal, and that office becomes vacant upon said removal.
- B. The office of an officer who ceases to be in good standing automatically thereupon becomes vacant.

### **Section 3. Filling Vacancies**

- A. If an officer's position becomes vacant, the vacancy will be filled within one month of said vacancy by appointment by the Executive Board with the final approval granted by the President.
- B. If the President's office becomes vacant, the vacancy will automatically be filled by the Vice President, who will then hold the office of the President. The Vice President's office will then automatically become vacant, at which time the above procedure for filling vacancies shall be followed.

## **ARTICLE V. AMENDMENTS TO THE CONSTITUTION**

### **Section 1. Purpose**

Amendments to this Constitution may be necessary in order to maintain consistent and impartial service to the students of the Center for Psychological Studies at Nova Southeastern University.

### **Section 2. Process**

- A. Amendments to this Constitution may be initiated by any student and presented to the CPSSGA President.
- B. To be placed on a ballot for referendum, proposed amendments to this Constitution must receive one of the following:
  - a. two-thirds (2/3) majority roll-call vote from the CPSSGA Executive Board, or
  - b. a signed petition of 10% of enrolled CPS students
- C. An amendment shall be considered passed by referendum if a simple majority of 10% of the enrolled CPS student body vote in the affirmative.

### **Section 3. Ratification**

If approved by the referendum, the amendment shall be considered part of this Constitution immediately.

### **Section 4. Bylaws**

Bylaws of the Constitution of the CPSSGA may be enacted or amended by the approval of two-thirds (2/3) of the Executive Board, or by the approval of a majority of those students voting in a referendum.

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